

**PENNSYLVANIA CYBER CS**

Cyber Charter School Renewal Application | 2025 - 2030

## Profile and Plan Essentials

### Cyber Charter School Renewal Application Profile

**Cyber Charter School Name**

Pennsylvania Cyber CS

**AUN**

127043430

**Federal Employee Identification Number**

233037992

**Vendor Identification Number**

0000138077

**School Address**

652 Midland Ave

**City**

Midland

**State**

PA

**Zip Code**

15059

**County**

Beaver

**Intermediate Unit**

27

**Charter Start Date**

2020-07-01

**Date Current Charter Expires**

2025-06-30

**Chief Executive Officer (CEO) Name**



Mr Brian Hayden

**Phone Number**

(724) 643-1180

**Extension**

**Email**

brian.hayden@pacyber.org

**Single Point of Contact**

**Single Point of Contact Name**

Mr. Brian Hayden

**Single Point of Contact Email**

brian.hayden@pacyber.org

**Single Point of Contact Phone Number**

724-643-1180

**Single Point of Contact Extension**

7776

## Application Facts

### Grades Ranges

#### Grades Educated

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

### Current and Projected Student Enrollment

#### 2022-2023

11,420

#### 2023-2024

11,569

#### 2024-2025

11,600

#### 2025-2026

11,600

#### 2026-2027

11,600

#### Is there an increase from one year to another?

Yes

#### Is the increase due to addition of grade level(s)?

No

### Current and Projected Staffing Levels

#### 2022-2023

788

#### 2023-2024

801

#### 2024-2025

820

**2025-2026**

827

**2026-2027**

832

**Is there an increase from one year to another?**

Yes

**Is the increase due to addition of grade level(s)?**

No

**Upload of Professional Staff Member Roster - [PDE-414](/documents/PDE_414.xls)**  
PDE\_414.pdf

**Does the school utilize staff members employed by an external management organization?**

No

## Progress Toward Initial Goals

### Grade 4 | English Language Arts | Economically Disadvantaged, Special Education, Black, White, 2 or More Races

#### *Economically Disadvantaged*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 23               | 0                | 19               | 24               | 32               |
| <b>% Basic</b>       | 31               | 0                | 40               | 43               | 36               |
| <b>% Proficient</b>  | 36               | 0                | 31               | 30               | 26               |
| <b>% Advanced</b>    | 10               | 0                | 10               | 3                | 6                |

#### **CSI/A-TSI Designation**

Yes

#### *Special Education*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 46               | 0                | 45               | 50               | 57               |
| <b>% Basic</b>       | 32               | 0                | 33               | 30               | 24               |
| <b>% Proficient</b>  | 19               | 0                | 16               | 18               | 13               |
| <b>% Advanced</b>    | 3                | 0                | 6                | 2                | 6                |

#### **CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 28               | 0                | 0                | 27               | 26               |
| <b>% Basic</b>       | 41               | 0                | 0                | 45               | 47               |
| <b>% Proficient</b>  | 23               | 0                | 0                | 28               | 22               |
| <b>% Advanced</b>    | 8                | 0                | 0                | 0                | 5                |

**CSI/A-TSI Designation**

Yes

**White**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 13               | 0                | 17               | 24               | 26               |
| <b>% Basic</b>       | 31               | 0                | 38               | 35               | 33               |
| <b>% Proficient</b>  | 41               | 0                | 39               | 33               | 34               |
| <b>% Advanced</b>    | 15               | 0                | 6                | 8                | 7                |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 24               | 0                | 0                | 35               | 35               |

|                     |    |   |   |    |    |
|---------------------|----|---|---|----|----|
| <b>% Basic</b>      | 38 | 0 | 0 | 35 | 44 |
| <b>% Proficient</b> | 33 | 0 | 0 | 30 | 18 |
| <b>% Advanced</b>   | 5  | 0 | 0 | 0  | 3  |

**CSI/A-TSI Designation**

Yes

**Grade 4 | PSSA Mathematics | Economically Disadvantaged, Special Education, Black, White, 2 or More Races**

***Economically Disadvantaged***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 46               | 0                | 55               | 51               | 47               |
| <b>% Basic</b>       | 27               | 0                | 32               | 29               | 34               |
| <b>% Proficient</b>  | 21               | 0                | 9                | 15               | 14               |
| <b>% Advanced</b>    | 6                | 0                | 4                | 5                | 5                |

**CSI/A-TSI Designation**

Yes

***Special Education***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 67               | 0                | 60               | 63               | 60               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Basic</b>      | 16 | 0 | 30 | 20 | 19 |
| <b>% Proficient</b> | 13 | 0 | 3  | 10 | 19 |
| <b>% Advanced</b>   | 4  | 0 | 7  | 7  | 2  |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 68               | 0                | 0                | 61               | 64               |
| <b>% Basic</b>       | 16               | 0                | 0                | 29               | 26               |
| <b>% Proficient</b>  | 11               | 0                | 0                | 10               | 10               |
| <b>% Advanced</b>    | 5                | 0                | 0                | 0                | 0                |

**CSI/A-TSI Designation**

Yes

**White**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 37               | 0                | 44               | 40               | 42               |
| <b>% Basic</b>       | 31               | 0                | 35               | 29               | 30               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Proficient</b> | 24 | 0 | 15 | 22 | 23 |
| <b>% Advanced</b>   | 8  | 0 | 6  | 9  | 5  |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 40               | 0                | 0                | 56               | 59               |
| <b>% Basic</b>       | 35               | 0                | 0                | 20               | 31               |
| <b>% Proficient</b>  | 20               | 0                | 0                | 20               | 7                |
| <b>% Advanced</b>    | 5                | 0                | 0                | 4                | 3                |

**CSI/A-TSI Designation**

Yes

**Grade 4 | Science | Economically Disadvantaged, Special Education, Black, White, 2 or More Races**

**Economically Disadvantaged**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 10               | 0                | 5                | 12               | 12               |
| <b>% Basic</b>       | 23               | 0                | 20               | 18               | 33               |
| <b>% Proficient</b>  | 37               | 0                | 48               | 41               | 29               |



|                   |    |   |    |    |    |
|-------------------|----|---|----|----|----|
| <b>% Advanced</b> | 30 | 0 | 27 | 29 | 26 |
|-------------------|----|---|----|----|----|

**CSI/A-TSI Designation**

Yes

**Special Education**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 28               | 0                | 7                | 20               | 20               |
| <b>% Basic</b>       | 31               | 0                | 39               | 25               | 33               |
| <b>% Proficient</b>  | 24               | 0                | 47               | 33               | 27               |
| <b>% Advanced</b>    | 17               | 0                | 7                | 22               | 20               |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 20               | 0                | 0                | 22               | 6                |
| <b>% Basic</b>       | 26               | 0                | 0                | 10               | 33               |
| <b>% Proficient</b>  | 31               | 0                | 0                | 45               | 43               |
| <b>% Advanced</b>    | 23               | 0                | 0                | 23               | 18               |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 5                | 0                | 5                | 7                | 12               |
| <b>% Basic</b>       | 20               | 0                | 16               | 19               | 21               |
| <b>% Proficient</b>  | 32               | 0                | 45               | 33               | 27               |
| <b>% Advanced</b>    | 43               | 0                | 34               | 41               | 40               |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 15               | 0                | 0                | 8                | 10               |
| <b>% Basic</b>       | 10               | 0                | 0                | 24               | 27               |
| <b>% Proficient</b>  | 55               | 0                | 0                | 48               | 50               |
| <b>% Advanced</b>    | 20               | 0                | 0                | 20               | 13               |

**CSI/A-TSI Designation**

Yes

**Grade 5 | English Language Arts | Economically Disadvantaged, Special Education, Black, White, 2 or More Races**

***Economically Disadvantaged***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 20               | 0                | 19               | 26               | 30               |
| <b>% Basic</b>       | 44               | 0                | 45               | 42               | 37               |
| <b>% Proficient</b>  | 35               | 0                | 29               | 26               | 33               |
| <b>% Advanced</b>    | 1                | 0                | 7                | 6                | 0                |

**CSI/A-TSI Designation**

Yes

***Special Education***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 38               | 0                | 44               | 60               | 47               |
| <b>% Basic</b>       | 47               | 0                | 34               | 22               | 36               |
| <b>% Proficient</b>  | 15               | 0                | 17               | 15               | 15               |
| <b>% Advanced</b>    | 0                | 0                | 5                | 3                | 2                |

**CSI/A-TSI Designation**

Yes

***Black***

|  | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
|--|------------------|------------------|------------------|------------------|------------------|

|                      |    |   |   |    |    |
|----------------------|----|---|---|----|----|
| <b>% Below Basic</b> | 18 | 0 | 0 | 25 | 28 |
| <b>% Basic</b>       | 51 | 0 | 0 | 49 | 46 |
| <b>% Proficient</b>  | 31 | 0 | 0 | 20 | 26 |
| <b>% Advanced</b>    | 0  | 0 | 0 | 6  | 0  |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 16               | 0                | 15               | 24               | 21               |
| <b>% Basic</b>       | 37               | 0                | 39               | 34               | 33               |
| <b>% Proficient</b>  | 39               | 0                | 41               | 37               | 42               |
| <b>% Advanced</b>    | 8                | 0                | 5                | 5                | 4                |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 7                | 0                | 0                | 11               | 37               |

|                     |    |   |   |    |    |
|---------------------|----|---|---|----|----|
| <b>% Basic</b>      | 44 | 0 | 0 | 26 | 21 |
| <b>% Proficient</b> | 41 | 0 | 0 | 56 | 42 |
| <b>% Advanced</b>   | 8  | 0 | 0 | 7  | 0  |

**CSI/A-TSI Designation**

Yes

**Grade 5 | PSSA Mathematics | Economically Disadvantaged, Special Education, Black, White, 2 or More Races**

***Economically Disadvantaged***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 57               | 0                | 42               | 46               | 51               |
| <b>% Basic</b>       | 28               | 0                | 40               | 42               | 29               |
| <b>% Proficient</b>  | 12               | 0                | 15               | 9                | 14               |
| <b>% Advanced</b>    | 3                | 0                | 3                | 3                | 6                |

**CSI/A-TSI Designation**

Yes

***Special Education***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 65               | 0                | 67               | 65               | 70               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Basic</b>      | 21 | 0 | 23 | 27 | 20 |
| <b>% Proficient</b> | 10 | 0 | 5  | 5  | 7  |
| <b>% Advanced</b>   | 4  | 0 | 5  | 3  | 3  |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 61               | 0                | 70               | 60               | 60               |
| <b>% Basic</b>       | 33               | 0                | 25               | 37               | 34               |
| <b>% Proficient</b>  | 6                | 0                | 5                | 3                | 6                |
| <b>% Advanced</b>    | 0                | 0                | 0                | 0                | 0                |

**CSI/A-TSI Designation**

Yes

**White**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 40               | 0                | 41               | 37               | 41               |
| <b>% Basic</b>       | 36               | 0                | 37               | 44               | 36               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Proficient</b> | 19 | 0 | 16 | 14 | 16 |
| <b>% Advanced</b>   | 5  | 0 | 6  | 5  | 7  |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 55               | 0                | 0                | 30               | 46               |
| <b>% Basic</b>       | 34               | 0                | 0                | 44               | 33               |
| <b>% Proficient</b>  | 8                | 0                | 0                | 19               | 21               |
| <b>% Advanced</b>    | 3                | 0                | 0                | 7                | 0                |

**CSI/A-TSI Designation**

Yes

**Grade 6 | English Language Arts | Economically Disadvantaged, Special Education, Black, Hispanic, White, 2 or More Races**

**Economically Disadvantaged**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 10               | 0                | 8                | 9                | 21               |
| <b>% Basic</b>       | 43               | 0                | 48               | 52               | 39               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Proficient</b> | 37 | 0 | 35 | 31 | 34 |
| <b>% Advanced</b>   | 10 | 0 | 9  | 8  | 6  |

**CSI/A-TSI Designation**

Yes

**Special Education**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 25               | 0                | 11               | 26               | 38               |
| <b>% Basic</b>       | 47               | 0                | 60               | 55               | 45               |
| <b>% Proficient</b>  | 27               | 0                | 22               | 16               | 14               |
| <b>% Advanced</b>    | 1                | 0                | 7                | 3                | 3                |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 9                | 0                | 16               | 15               | 19               |
| <b>% Basic</b>       | 57               | 0                | 48               | 58               | 48               |
| <b>% Proficient</b>  | 32               | 0                | 32               | 23               | 33               |



|                   |   |   |   |   |   |
|-------------------|---|---|---|---|---|
| <b>% Advanced</b> | 2 | 0 | 4 | 4 | 0 |
|-------------------|---|---|---|---|---|

**CSI/A-TSI Designation**

Yes

*Hispanic*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 10               | 0                | 0                | 0                | 14               |
| <b>% Basic</b>       | 28               | 0                | 0                | 0                | 43               |
| <b>% Proficient</b>  | 38               | 0                | 0                | 0                | 33               |
| <b>% Advanced</b>    | 24               | 0                | 0                | 0                | 10               |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 8                | 0                | 2                | 9                | 14               |
| <b>% Basic</b>       | 39               | 0                | 45               | 42               | 40               |
| <b>% Proficient</b>  | 40               | 0                | 40               | 38               | 40               |
| <b>% Advanced</b>    | 13               | 0                | 13               | 11               | 6                |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 9                | 0                | 5                | 5                | 16               |
| <b>% Basic</b>       | 45               | 0                | 50               | 41               | 27               |
| <b>% Proficient</b>  | 37               | 0                | 45               | 46               | 43               |
| <b>% Advanced</b>    | 9                | 0                | 0                | 8                | 14               |

**CSI/A-TSI Designation**

Yes

**Grade 6 | PSSA Mathematics | Economically Disadvantaged, Special Education, Black, Hispanic, White, 2 or More Races**

**Economically Disadvantaged**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 52               | 0                | 51               | 60               | 54               |
| <b>% Basic</b>       | 35               | 0                | 39               | 31               | 36               |
| <b>% Proficient</b>  | 11               | 0                | 10               | 6                | 8                |
| <b>% Advanced</b>    | 2                | 0                | 0                | 3                | 2                |

**CSI/A-TSI Designation**

Yes

**Special Education**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 64               | 0                | 70               | 81               | 80               |
| <b>% Basic</b>       | 24               | 0                | 23               | 13               | 17               |
| <b>% Proficient</b>  | 7                | 0                | 2                | 5                | 3                |
| <b>% Advanced</b>    | 5                | 0                | 5                | 1                | 0                |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 67               | 0                | 76               | 80               | 72               |
| <b>% Basic</b>       | 27               | 0                | 20               | 18               | 22               |
| <b>% Proficient</b>  | 6                | 0                | 0                | 2                | 4                |
| <b>% Advanced</b>    | 0                | 0                | 4                | 0                | 2                |

**CSI/A-TSI Designation**

Yes

**Hispanic**

|  | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
|--|------------------|------------------|------------------|------------------|------------------|

|                      |    |   |   |   |    |
|----------------------|----|---|---|---|----|
| <b>% Below Basic</b> | 37 | 0 | 0 | 0 | 77 |
| <b>% Basic</b>       | 48 | 0 | 0 | 0 | 14 |
| <b>% Proficient</b>  | 10 | 0 | 0 | 0 | 9  |
| <b>% Advanced</b>    | 5  | 0 | 0 | 0 | 0  |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 43               | 0                | 42               | 53               | 43               |
| <b>% Basic</b>       | 38               | 0                | 42               | 33               | 38               |
| <b>% Proficient</b>  | 13               | 0                | 13               | 11               | 16               |
| <b>% Advanced</b>    | 6                | 0                | 3                | 3                | 3                |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 37               | 0                | 0                | 54               | 44               |

|                     |    |   |   |    |    |
|---------------------|----|---|---|----|----|
| <b>% Basic</b>      | 46 | 0 | 0 | 27 | 42 |
| <b>% Proficient</b> | 17 | 0 | 0 | 16 | 6  |
| <b>% Advanced</b>   | 0  | 0 | 0 | 3  | 8  |

**CSI/A-TSI Designation**

Yes

**Grade 7 | English Language Arts | Economically Disadvantaged, Special Education, Black, Hispanic, White, 2 or More Races**

*Economically Disadvantaged*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 4                | 0                | 1                | 2                | 5                |
| <b>% Basic</b>       | 50               | 0                | 58               | 49               | 58               |
| <b>% Proficient</b>  | 40               | 0                | 40               | 41               | 33               |
| <b>% Advanced</b>    | 6                | 0                | 1                | 8                | 4                |

**CSI/A-TSI Designation**

Yes

*Special Education*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 15               | 0                | 6                | 9                | 9                |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Basic</b>      | 64 | 0 | 69 | 65 | 72 |
| <b>% Proficient</b> | 18 | 0 | 21 | 22 | 15 |
| <b>% Advanced</b>   | 3  | 0 | 4  | 4  | 4  |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 4                | 0                | 0                | 7                | 5                |
| <b>% Basic</b>       | 59               | 0                | 74               | 59               | 75               |
| <b>% Proficient</b>  | 31               | 0                | 22               | 29               | 15               |
| <b>% Advanced</b>    | 6                | 0                | 4                | 5                | 5                |

**CSI/A-TSI Designation**

Yes

**Hispanic**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 0                | 3                |
| <b>% Basic</b>       | 0                | 0                | 0                | 60               | 55               |

|                     |   |   |   |    |    |
|---------------------|---|---|---|----|----|
| <b>% Proficient</b> | 0 | 0 | 0 | 30 | 32 |
| <b>% Advanced</b>   | 0 | 0 | 0 | 10 | 10 |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 3                | 0                | 3                | 2                | 3                |
| <b>% Basic</b>       | 44               | 0                | 47               | 45               | 53               |
| <b>% Proficient</b>  | 47               | 0                | 46               | 45               | 38               |
| <b>% Advanced</b>    | 6                | 0                | 4                | 8                | 6                |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 4                | 9                |
| <b>% Basic</b>       | 50               | 0                | 0                | 38               | 56               |
| <b>% Proficient</b>  | 42               | 0                | 0                | 48               | 33               |

|                   |   |   |   |    |   |
|-------------------|---|---|---|----|---|
| <b>% Advanced</b> | 8 | 0 | 0 | 10 | 2 |
|-------------------|---|---|---|----|---|

**CSI/A-TSI Designation**

Yes

**Grade 7 | PSSA Mathematics | Economically Disadvantaged, Special Education, Black, Hispanic, White, 2 or More Races**

***Economically Disadvantaged***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 4                | 0                | 1                | 2                | 5                |
| <b>% Basic</b>       | 50               | 0                | 58               | 49               | 58               |
| <b>% Proficient</b>  | 40               | 0                | 39               | 41               | 33               |
| <b>% Advanced</b>    | 6                | 0                | 2                | 8                | 4                |

**CSI/A-TSI Designation**

Yes

***Special Education***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 15               | 0                | 6                | 9                | 9                |
| <b>% Basic</b>       | 64               | 0                | 69               | 65               | 73               |
| <b>% Proficient</b>  | 18               | 0                | 21               | 22               | 14               |



|                   |   |   |   |   |   |
|-------------------|---|---|---|---|---|
| <b>% Advanced</b> | 3 | 0 | 4 | 4 | 4 |
|-------------------|---|---|---|---|---|

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 4                | 0                | 0                | 7                | 5                |
| <b>% Basic</b>       | 59               | 0                | 74               | 59               | 75               |
| <b>% Proficient</b>  | 31               | 0                | 22               | 29               | 14               |
| <b>% Advanced</b>    | 6                | 0                | 4                | 5                | 6                |

**CSI/A-TSI Designation**

Yes

**Hispanic**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 0                | 3                |
| <b>% Basic</b>       | 0                | 0                | 0                | 60               | 55               |
| <b>% Proficient</b>  | 0                | 0                | 0                | 30               | 31               |
| <b>% Advanced</b>    | 0                | 0                | 0                | 10               | 11               |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 3                | 0                | 3                | 2                | 3                |
| <b>% Basic</b>       | 44               | 0                | 47               | 45               | 53               |
| <b>% Proficient</b>  | 47               | 0                | 46               | 45               | 38               |
| <b>% Advanced</b>    | 6                | 0                | 4                | 8                | 6                |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 4                | 9                |
| <b>% Basic</b>       | 50               | 0                | 0                | 38               | 56               |
| <b>% Proficient</b>  | 42               | 0                | 0                | 48               | 33               |
| <b>% Advanced</b>    | 8                | 0                | 0                | 10               | 2                |

**CSI/A-TSI Designation**

Yes

**Grade 8 | English Language Arts | Economically Disadvantaged, Special Education, Black, Hispanic, White, 2 or More Races**

***Economically Disadvantaged***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 17               | 0                | 11               | 20               | 23               |
| <b>% Basic</b>       | 50               | 0                | 54               | 44               | 40               |
| <b>% Proficient</b>  | 30               | 0                | 33               | 33               | 34               |
| <b>% Advanced</b>    | 3                | 0                | 2                | 3                | 3                |

**CSI/A-TSI Designation**

Yes

***Special Education***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 42               | 0                | 25               | 36               | 37               |
| <b>% Basic</b>       | 46               | 0                | 58               | 46               | 42               |
| <b>% Proficient</b>  | 10               | 0                | 15               | 17               | 20               |
| <b>% Advanced</b>    | 2                | 0                | 2                | 1                | 1                |

**CSI/A-TSI Designation**

Yes

***Black***

|  | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
|--|------------------|------------------|------------------|------------------|------------------|

|                      |    |   |    |    |    |
|----------------------|----|---|----|----|----|
| <b>% Below Basic</b> | 26 | 0 | 10 | 30 | 28 |
| <b>% Basic</b>       | 41 | 0 | 52 | 39 | 42 |
| <b>% Proficient</b>  | 33 | 0 | 38 | 29 | 28 |
| <b>% Advanced</b>    | 0  | 0 | 0  | 2  | 2  |

**CSI/A-TSI Designation**

Yes

*Hispanic*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 10               | 0                | 0                | 11               | 16               |
| <b>% Basic</b>       | 59               | 0                | 0                | 57               | 45               |
| <b>% Proficient</b>  | 28               | 0                | 0                | 32               | 39               |
| <b>% Advanced</b>    | 3                | 0                | 0                | 0                | 0                |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 14               | 0                | 11               | 15               | 18               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Basic</b>      | 42 | 0 | 48 | 39 | 34 |
| <b>% Proficient</b> | 38 | 0 | 39 | 37 | 46 |
| <b>% Advanced</b>   | 6  | 0 | 2  | 9  | 2  |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 17               | 0                | 0                | 12               | 18               |
| <b>% Basic</b>       | 46               | 0                | 0                | 49               | 34               |
| <b>% Proficient</b>  | 34               | 0                | 0                | 31               | 46               |
| <b>% Advanced</b>    | 3                | 0                | 0                | 8                | 2                |

**CSI/A-TSI Designation**

Yes

**Grade 8 | PSSA Mathematics | Economically Disadvantaged, Special Education, Black, Hispanic, White, 2 or More Races**

**Economically Disadvantaged**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 69               | 0                | 77               | 72               | 71               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Basic</b>      | 22 | 0 | 15 | 25 | 24 |
| <b>% Proficient</b> | 7  | 0 | 6  | 2  | 4  |
| <b>% Advanced</b>   | 2  | 0 | 2  | 1  | 1  |

**CSI/A-TSI Designation**

Yes

**Special Education**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 82               | 0                | 84               | 82               | 87               |
| <b>% Basic</b>       | 10               | 0                | 10               | 14               | 11               |
| <b>% Proficient</b>  | 5                | 0                | 4                | 2                | 2                |
| <b>% Advanced</b>    | 3                | 0                | 2                | 2                | 0                |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 73               | 0                | 85               | 82               | 81               |
| <b>% Basic</b>       | 19               | 0                | 10               | 15               | 16               |

|                     |   |   |   |   |   |
|---------------------|---|---|---|---|---|
| <b>% Proficient</b> | 6 | 0 | 5 | 3 | 3 |
| <b>% Advanced</b>   | 2 | 0 | 0 | 0 | 0 |

**CSI/A-TSI Designation**

Yes

*Hispanic*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 72               | 0                | 0                | 67               | 72               |
| <b>% Basic</b>       | 15               | 0                | 0                | 29               | 16               |
| <b>% Proficient</b>  | 13               | 0                | 0                | 4                | 9                |
| <b>% Advanced</b>    | 0                | 0                | 0                | 0                | 3                |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 60               | 0                | 72               | 61               | 63               |
| <b>% Basic</b>       | 25               | 0                | 21               | 26               | 25               |
| <b>% Proficient</b>  | 11               | 0                | 6                | 10               | 9                |

|                   |   |   |   |   |   |
|-------------------|---|---|---|---|---|
| <b>% Advanced</b> | 4 | 0 | 1 | 3 | 3 |
|-------------------|---|---|---|---|---|

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 77               | 0                | 0                | 65               | 64               |
| <b>% Basic</b>       | 20               | 0                | 0                | 24               | 29               |
| <b>% Proficient</b>  | 3                | 0                | 0                | 11               | 7                |
| <b>% Advanced</b>    | 0                | 0                | 0                | 0                | 0                |

**CSI/A-TSI Designation**

Yes

**Grade 8 | Science | Economically Disadvantaged, Special Education, Black, Hispanic, White, 2 or More Races**

**Economically Disadvantaged**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 25               | 0                | 34               | 35               | 27               |
| <b>% Basic</b>       | 29               | 0                | 32               | 28               | 28               |
| <b>% Proficient</b>  | 35               | 0                | 17               | 26               | 30               |



|                   |    |   |    |    |    |
|-------------------|----|---|----|----|----|
| <b>% Advanced</b> | 11 | 0 | 17 | 11 | 15 |
|-------------------|----|---|----|----|----|

**CSI/A-TSI Designation**

Yes

**Special Education**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 43               | 0                | 48               | 51               | 50               |
| <b>% Basic</b>       | 30               | 0                | 32               | 29               | 19               |
| <b>% Proficient</b>  | 22               | 0                | 8                | 17               | 22               |
| <b>% Advanced</b>    | 5                | 0                | 12               | 3                | 9                |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 26               | 0                | 35               | 45               | 40               |
| <b>% Basic</b>       | 33               | 0                | 45               | 32               | 29               |
| <b>% Proficient</b>  | 31               | 0                | 15               | 18               | 25               |
| <b>% Advanced</b>    | 10               | 0                | 5                | 5                | 6                |

**CSI/A-TSI Designation**

Yes

*Hispanic*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 17               | 0                | 0                | 29               | 39               |
| <b>% Basic</b>       | 42               | 0                | 0                | 39               | 19               |
| <b>% Proficient</b>  | 23               | 0                | 0                | 21               | 26               |
| <b>% Advanced</b>    | 18               | 0                | 0                | 11               | 16               |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 19               | 0                | 26               | 26               | 21               |
| <b>% Basic</b>       | 25               | 0                | 29               | 23               | 20               |
| <b>% Proficient</b>  | 40               | 0                | 28               | 33               | 33               |
| <b>% Advanced</b>    | 16               | 0                | 17               | 18               | 26               |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 23               | 0                | 0                | 20               | 26               |
| <b>% Basic</b>       | 30               | 0                | 0                | 32               | 22               |
| <b>% Proficient</b>  | 34               | 0                | 0                | 32               | 35               |
| <b>% Advanced</b>    | 13               | 0                | 0                | 16               | 17               |

**CSI/A-TSI Designation**

Yes

**Keystone | Keystone Literature | Economically Disadvantaged, Special Education, Asian, Black, Hispanic, White, 2 or More Races**

**Economically Disadvantaged**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 24               | 0                | 13               | 15               | 14               |
| <b>% Basic</b>       | 39               | 0                | 38               | 36               | 42               |
| <b>% Proficient</b>  | 35               | 0                | 42               | 47               | 40               |
| <b>% Advanced</b>    | 2                | 0                | 7                | 2                | 4                |

**CSI/A-TSI Designation**

Yes

**Special Education**

|  | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
|--|------------------|------------------|------------------|------------------|------------------|

|                      |    |   |    |    |    |
|----------------------|----|---|----|----|----|
| <b>% Below Basic</b> | 41 | 0 | 31 | 32 | 33 |
| <b>% Basic</b>       | 42 | 0 | 43 | 47 | 50 |
| <b>% Proficient</b>  | 16 | 0 | 25 | 21 | 17 |
| <b>% Advanced</b>    | 1  | 0 | 1  | 0  | 0  |

**CSI/A-TSI Designation**

Yes

*Asian*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 12               | 0                | 0                | 9                | 0                |
| <b>% Basic</b>       | 32               | 0                | 0                | 26               | 0                |
| <b>% Proficient</b>  | 53               | 0                | 0                | 61               | 0                |
| <b>% Advanced</b>    | 3                | 0                | 0                | 4                | 0                |

**CSI/A-TSI Designation**

Yes

*Black*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 21               | 0                | 18               | 14               | 15               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Basic</b>      | 41 | 0 | 49 | 46 | 36 |
| <b>% Proficient</b> | 36 | 0 | 33 | 37 | 47 |
| <b>% Advanced</b>   | 2  | 0 | 0  | 3  | 2  |

**CSI/A-TSI Designation**

Yes

*Hispanic*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 18               | 0                | 9                | 14               | 17               |
| <b>% Basic</b>       | 33               | 0                | 32               | 41               | 37               |
| <b>% Proficient</b>  | 46               | 0                | 59               | 45               | 44               |
| <b>% Advanced</b>    | 3                | 0                | 0                | 0                | 2                |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 15               | 0                | 11               | 13               | 12               |
| <b>% Basic</b>       | 34               | 0                | 36               | 36               | 40               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Proficient</b> | 46 | 0 | 48 | 49 | 43 |
| <b>% Advanced</b>   | 5  | 0 | 5  | 2  | 5  |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 12               | 0                | 16               | 8                | 11               |
| <b>% Basic</b>       | 38               | 0                | 22               | 47               | 41               |
| <b>% Proficient</b>  | 46               | 0                | 49               | 42               | 45               |
| <b>% Advanced</b>    | 4                | 0                | 13               | 3                | 3                |

**CSI/A-TSI Designation**

Yes

**Keystone | Keystone Biology | Economically Disadvantaged, Special Education, Asian, Black, Hispanic, White, 2 or More Races**

**Economically Disadvantaged**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 46               | 0                | 33               | 44               | 52               |
| <b>% Basic</b>       | 18               | 0                | 37               | 33               | 29               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Proficient</b> | 31 | 0 | 20 | 17 | 14 |
| <b>% Advanced</b>   | 5  | 0 | 10 | 6  | 5  |

**CSI/A-TSI Designation**

Yes

**Special Education**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 67               | 0                | 62               | 66               | 65               |
| <b>% Basic</b>       | 23               | 0                | 26               | 23               | 26               |
| <b>% Proficient</b>  | 8                | 0                | 11               | 9                | 8                |
| <b>% Advanced</b>    | 2                | 0                | 1                | 2                | 1                |

**CSI/A-TSI Designation**

Yes

**Asian**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 50               | 0                | 0                | 32               | 0                |
| <b>% Basic</b>       | 23               | 0                | 0                | 29               | 0                |
| <b>% Proficient</b>  | 10               | 0                | 0                | 29               | 0                |

|                   |    |   |   |    |   |
|-------------------|----|---|---|----|---|
| <b>% Advanced</b> | 17 | 0 | 0 | 10 | 0 |
|-------------------|----|---|---|----|---|

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 57               | 0                | 63               | 57               | 62               |
| <b>% Basic</b>       | 31               | 0                | 30               | 28               | 27               |
| <b>% Proficient</b>  | 11               | 0                | 2                | 12               | 10               |
| <b>% Advanced</b>    | 1                | 0                | 5                | 3                | 1                |

**CSI/A-TSI Designation**

Yes

**Hispanic**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 45               | 0                | 61               | 44               | 57               |
| <b>% Basic</b>       | 32               | 0                | 17               | 34               | 32               |
| <b>% Proficient</b>  | 21               | 0                | 22               | 15               | 9                |
| <b>% Advanced</b>    | 2                | 0                | 0                | 7                | 2                |

**CSI/A-TSI Designation**

Yes



*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 38               | 0                | 31               | 39               | 44               |
| <b>% Basic</b>       | 32               | 0                | 36               | 36               | 32               |
| <b>% Proficient</b>  | 22               | 0                | 24               | 19               | 18               |
| <b>% Advanced</b>    | 8                | 0                | 9                | 6                | 6                |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 44               | 0                | 47               | 47               | 45               |
| <b>% Basic</b>       | 36               | 0                | 37               | 29               | 34               |
| <b>% Proficient</b>  | 14               | 0                | 8                | 16               | 16               |
| <b>% Advanced</b>    | 6                | 0                | 8                | 8                | 5                |

**CSI/A-TSI Designation**

Yes

**Keystone | Keystone Algebra | Economically Disadvantaged, Special Education, Asian, Black, Hispanic, White, 2 or More Races**

***Economically Disadvantaged***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 37               | 0                | 37               | 36               | 44               |
| <b>% Basic</b>       | 45               | 0                | 42               | 45               | 44               |
| <b>% Proficient</b>  | 14               | 0                | 14               | 14               | 10               |
| <b>% Advanced</b>    | 4                | 0                | 7                | 5                | 2                |

**CSI/A-TSI Designation**

Yes

***Special Education***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 63               | 0                | 63               | 62               | 60               |
| <b>% Basic</b>       | 32               | 0                | 30               | 31               | 35               |
| <b>% Proficient</b>  | 2                | 0                | 6                | 5                | 4                |
| <b>% Advanced</b>    | 3                | 0                | 1                | 2                | 1                |

**CSI/A-TSI Designation**

Yes

***Asian***

|  | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
|--|------------------|------------------|------------------|------------------|------------------|

|                      |    |   |   |    |   |
|----------------------|----|---|---|----|---|
| <b>% Below Basic</b> | 26 | 0 | 0 | 22 | 0 |
| <b>% Basic</b>       | 46 | 0 | 0 | 39 | 0 |
| <b>% Proficient</b>  | 11 | 0 | 0 | 17 | 0 |
| <b>% Advanced</b>    | 17 | 0 | 0 | 22 | 0 |

**CSI/A-TSI Designation**

Yes

*Black*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 49               | 0                | 59               | 55               | 52               |
| <b>% Basic</b>       | 39               | 0                | 32               | 32               | 45               |
| <b>% Proficient</b>  | 11               | 0                | 4                | 12               | 3                |
| <b>% Advanced</b>    | 1                | 0                | 5                | 1                | 0                |

**CSI/A-TSI Designation**

Yes

*Hispanic*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 41               | 0                | 50               | 26               | 42               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Basic</b>      | 35 | 0 | 37 | 43 | 54 |
| <b>% Proficient</b> | 16 | 0 | 13 | 15 | 4  |
| <b>% Advanced</b>   | 8  | 0 | 0  | 16 | 0  |

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 29               | 0                | 31               | 31               | 35               |
| <b>% Basic</b>       | 46               | 0                | 46               | 47               | 44               |
| <b>% Proficient</b>  | 18               | 0                | 15               | 16               | 14               |
| <b>% Advanced</b>    | 7                | 0                | 8                | 6                | 7                |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 41               | 0                | 45               | 33               | 39               |
| <b>% Basic</b>       | 41               | 0                | 41               | 46               | 51               |

|                     |    |   |    |    |   |
|---------------------|----|---|----|----|---|
| <b>% Proficient</b> | 11 | 0 | 10 | 16 | 9 |
| <b>% Advanced</b>   | 7  | 0 | 4  | 5  | 1 |

**CSI/A-TSI Designation**

Yes

**Grade 8 | PASA Mathematics | White**

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 25               | 0                |
| <b>% Basic</b>       | 0                | 0                | 0                | 60               | 0                |
| <b>% Proficient</b>  | 0                | 0                | 0                | 10               | 0                |
| <b>% Advanced</b>    | 0                | 0                | 0                | 5                | 0                |

**CSI/A-TSI Designation**

Yes

**Grade 8 | PASA English Language Arts | White**

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 0                | 0                |
| <b>% Basic</b>       | 0                | 0                | 0                | 55               | 0                |

|                     |   |   |   |    |   |
|---------------------|---|---|---|----|---|
| <b>% Proficient</b> | 0 | 0 | 0 | 45 | 0 |
| <b>% Advanced</b>   | 0 | 0 | 0 | 0  | 0 |

**CSI/A-TSI Designation**

Yes

**Grade 8 | PASA Science | White**

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 30               | 0                |
| <b>% Basic</b>       | 0                | 0                | 0                | 30               | 0                |
| <b>% Proficient</b>  | 0                | 0                | 0                | 40               | 0                |
| <b>% Advanced</b>    | 0                | 0                | 0                | 0                | 0                |

**CSI/A-TSI Designation**

Yes

**Grade 3 | English Language Arts | Economically Disadvantaged, Special Education, Black, White, 2 or More Races**

*Economically Disadvantaged*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 33               | 0                | 20               | 32               | 22               |
| <b>% Basic</b>       | 33               | 0                | 26               | 34               | 38               |

|                     |    |   |    |    |    |
|---------------------|----|---|----|----|----|
| <b>% Proficient</b> | 33 | 0 | 46 | 32 | 35 |
| <b>% Advanced</b>   | 1  | 0 | 8  | 2  | 5  |

**CSI/A-TSI Designation**

Yes

**Special Education**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 50               | 0                | 48               | 48               | 49               |
| <b>% Basic</b>       | 23               | 0                | 26               | 26               | 27               |
| <b>% Proficient</b>  | 23               | 0                | 22               | 22               | 24               |
| <b>% Advanced</b>    | 4                | 0                | 4                | 4                | 0                |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 35               | 0                | 0                | 50               | 39               |
| <b>% Basic</b>       | 38               | 0                | 0                | 29               | 32               |
| <b>% Proficient</b>  | 27               | 0                | 0                | 18               | 26               |

|                   |   |   |   |   |   |
|-------------------|---|---|---|---|---|
| <b>% Advanced</b> | 0 | 0 | 0 | 3 | 3 |
|-------------------|---|---|---|---|---|

**CSI/A-TSI Designation**

Yes

*White*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 20               | 0                | 22               | 19               | 18               |
| <b>% Basic</b>       | 26               | 0                | 28               | 33               | 41               |
| <b>% Proficient</b>  | 46               | 0                | 37               | 42               | 35               |
| <b>% Advanced</b>    | 8                | 0                | 13               | 6                | 6                |

**CSI/A-TSI Designation**

Yes

*2 or More Races*

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 0                | 0                | 0                | 16               | 18               |
| <b>% Basic</b>       | 0                | 0                | 0                | 56               | 44               |
| <b>% Proficient</b>  | 0                | 0                | 0                | 22               | 38               |
| <b>% Advanced</b>    | 0                | 0                | 0                | 6                | 0                |

**CSI/A-TSI Designation**

Yes



**Grade 3 | PSSA Mathematics | Economically Disadvantaged, Special Education, Black, White, 2 or More Races**

***Economically Disadvantaged***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 33               | 0                | 44               | 56               | 54               |
| <b>% Basic</b>       | 33               | 0                | 26               | 24               | 27               |
| <b>% Proficient</b>  | 33               | 0                | 22               | 13               | 14               |
| <b>% Advanced</b>    | 1                | 0                | 8                | 7                | 5                |

**CSI/A-TSI Designation**

Yes

***Special Education***

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 62               | 0                | 64               | 63               | 79               |
| <b>% Basic</b>       | 16               | 0                | 18               | 28               | 16               |
| <b>% Proficient</b>  | 19               | 0                | 14               | 6                | 5                |
| <b>% Advanced</b>    | 3                | 0                | 4                | 3                | 0                |

**CSI/A-TSI Designation**

Yes

**Black**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 65               | 0                | 0                | 73               | 70               |
| <b>% Basic</b>       | 20               | 0                | 0                | 8                | 22               |
| <b>% Proficient</b>  | 15               | 0                | 0                | 16               | 5                |
| <b>% Advanced</b>    | 0                | 0                | 0                | 3                | 3                |

**CSI/A-TSI Designation**

Yes

**White**

|                      | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>% Below Basic</b> | 38               | 0                | 44               | 38               | 44               |
| <b>% Basic</b>       | 20               | 0                | 22               | 31               | 28               |
| <b>% Proficient</b>  | 35               | 0                | 24               | 21               | 22               |
| <b>% Advanced</b>    | 7                | 0                | 10               | 10               | 6                |

**CSI/A-TSI Designation**

Yes

**2 or More Races**

|  | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
|--|------------------|------------------|------------------|------------------|------------------|

|                      |   |   |   |    |    |
|----------------------|---|---|---|----|----|
| <b>% Below Basic</b> | 0 | 0 | 0 | 53 | 55 |
| <b>% Basic</b>       | 0 | 0 | 0 | 30 | 27 |
| <b>% Proficient</b>  | 0 | 0 | 0 | 13 | 15 |
| <b>% Advanced</b>    | 0 | 0 | 0 | 4  | 3  |

**CSI/A-TSI Designation**

Yes

**School Designation**

**Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application.**

Since the last charter renewal, PA Cyber has focused on key indicators highlighted by the Pennsylvania Department of Education (PDE), conducting comprehensive needs assessments and root cause analyses as part of the School Improvement Plan (SIP). Graduation rates for the 2015-16 and 2017-18 4th and 5th-year cohorts were identified as areas for targeted improvement, with combined adjusted graduation rates of 61.2%, 56.3%, and 54.5%, respectively. This prompted a deeper dive into student data, a review of current interventions, and the exploration of new strategies to boost achievement. PA Cyber’s primary goal has been improving promotion, retention, and graduation rates, resulting in significant progress. Targeted data analysis and the implementation of effective practices have positively influenced student outcomes. Graduation Rates: Outcomes and Trends (2018-2023) \*4-Year Cohort Analysis:

- All Students: Steady improvement from 50.3% in 2018 to 62.1% in 2022, with a slight drop to 61.0% in 2023.
- Asian: Fluctuations, peaking at 86.7% in 2021 before decreasing to 78.3% in 2023.
- Black: Increased from 43.1% in 2021 to 56.9% in 2022, followed by a decrease to 49.3% in 2023.
- Hispanic: Significant improvement from 28.0% in 2018 to 63.8% in 2023.
- White: Steady growth from 52.4% in 2018 to 62.4% in 2023.
- Multi-Racial: Improved from 40.6% in 2018 to 64.9% in 2022, with a slight decline to 57.5% in 2023.
- Economically Disadvantaged: Growth from 41.1% in 2018 to 58.2% in 2022, with a small drop to 56.4% in 2023.
- Students with Disabilities: Gradual improvement from 39.1% in 2018 to 55.9% in 2023.

\*5-Year Cohort Analysis:

- All Students: Increased from 62.5% in 2018 to 69.5% in 2023.
- Asian: Consistently high, peaking at 93.3% in 2022 and maintaining this level.
- Black: Recovered from a low of 47.7% in 2019 to 62.9% in 2023.
- Hispanic: Improved from 50.0% in

2018 to 67.2% in 2023. •White: Steady increase from 63.7% in 2018 to 70.0% in 2023. •Multi-Racial: Growth from 51.9% in 2018 to 72.0% in 2023. •Economically Disadvantaged: Increased from 51.6% in 2018 to 72.9% in 2023. •Students with Disabilities: Improved from 51.9% in 2018 to 61.8% in 2023.

\*Combined Cohort Analysis: •All Students: Gradual rise from 54.5% in 2018 to 65.2% in 2023. •Asian: Peaked at 93.1% in 2022, dropping slightly to 84.2% in 2023. •Black: Recovered to 55.6% in 2023 after a dip in 2019. •Hispanic: Increased from 34.3% in 2018 to 65.4% in 2023. •White: Steady growth from 56.6% in 2018 to 66.2% in 2023. •Multi-Racial: Improved from 41.7% in 2018 to 64.0% in 2023. •Economically Disadvantaged: Increased from 42.4% in 2018 to 64.2% in 2023. •Students with Disabilities: Improved from 42.5% in 2018 to 58.7% in 2023.

\*Significant Insights: 1. Consistent Improvement: Most groups (Hispanic, Multi-Racial, Economically Disadvantaged, and Students with Disabilities) show steady upward trends. 2. Fluctuation Among Groups: Some groups, particularly Black and Asian students, show fluctuation, with periods of improvement followed by declines. 3. Gaps Between Groups: Gaps persist, particularly between Hispanic and Black students compared to White and Asian students. 4. Economically Disadvantaged and Students with Disabilities: Though progress is slower, there are consistent improvements, highlighting the need for continued support.

Quantitative Summary: •4-Year Cohort (2018-2023): "All Students" improved by 10.7 percentage points, with Hispanic students showing the most significant growth (+35.8 points). •5-Year Cohort (2018-2023): "All Students" improved by 7 percentage points, with Economically Disadvantaged students seeing a remarkable increase of 21.3 points. \*Combined Cohort (2018-2023): Graduation rates for "All Students" rose by 10.7 points, with Hispanic students improving by 31.1 points.

Analysis: The consistent improvement in graduation rates reflects the positive impact of data-driven interventions introduced through the SIP. Notably, the combined graduation rate increased from 56.4% in 2017-18 to 64.0% in 2022-23, with a pivotal gain of 4.7% between 2019-20 and 2020-21. The sustained upward trend suggests that PA Cyber's efforts are successfully closing achievement gaps, particularly for Hispanic, Economically Disadvantaged, and Multi-Racial students. However, fluctuations among Black and Asian students indicate the need for further focused interventions.

Strategic Improvements: Expanding the number of Academic Intervention Specialists (AIS) from one to six (four focused on high school) enabled more targeted support for students. The AIS team ensures students are on track for graduation by reviewing schedules, developing Personalized Engagement Plans (PEPs), and implementing pacing plans. The use of a Multi-Tiered Systems of Support (MTSS) framework ensures differentiated levels of support, with regular check-ins and data-driven decision-making playing a critical role. Persistent contact between AIS staff, students, and families is key to the success of these interventions. The continuous cycle of review, adjustment, and reflection based on performance data ensures ongoing progress in improving graduation rates. Overall, by leveraging data, implementing targeted strategies, and expanding support systems, PA Cyber has seen a 15% increase in graduation rates, even while serving a student population that is over 50% at-risk or marginalized.

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===== ELD-PA Cyber witnessed progress for ELD students toward the goals outlined in its current charter. Key achievements include expanding direct English Language Development (ELD) instruction by adding more newcomer classes and individualized scheduling to support struggling EL students. The school increased professional development for staff,

such as ESL certification opportunities and ongoing training on inclusive practices and culturally responsive teaching. Additionally, instructional resources have been expanded, including tools like Nearpod, BrainPOP, and bilingual glossaries, to enhance EL students' language development and content accessibility. Currently, the school employs six Pennsylvania-certified ESL Program Specialists dedicated to the school's LIEP. These staff members deliver direct language instruction, provide assessments to identify EL students based on their needs and aligned with PDE requirements, and collaborate with content teachers to ensure grade-level content is accessible to EL students. The ELD teachers who provide stand-alone direct ELD instruction to EL students hold a PA Instructional I or Instructional II certificate in the same grade band level for which they teach. In addition, academy and department-specific training is provided by the ELD Program Supervisor throughout the school year. As evidence for progress, during the 2021-2022 school year, the FRI indicated that 10.6% of EL students were attaining English within a reasonable time. During the 2022-2023 school year, that percentage more than doubled to 21.5. Growth and development toward English acquisition were evident. Of the 65 EL students who completed the ACCESS for ELLs assessment at PA Cyber during both the 2022-2023 school year and the 2023-2024 school year:

- 68% increased their scale score in listening
- 51% increased their scale score in speaking
- 75% increased their scale score in reading
- 58% increased their scale score in writing
- 55% increased their scale score in oral language
- 66% increased their scale score in literacy
- 66% increased their scale score in comprehension
- 60% increased their scale score overall

These efforts, alongside annual program evaluations and data-driven revisions, are informing the process for continuous improvement.

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===== State Assessment - PA Cyber's assessment results reflect alignment with the charter's goals to improve student outcomes and meet state benchmarks. While overall proficiency levels in state assessments (PSSA, Keystone) remained stable from 2014-2018, with 53.5% of students scoring proficient or higher in 2014-2015 and similar rates in subsequent years, there were significant improvements in reducing below basic scores. In English Language Arts, the percentage of students scoring below basic dropped from 37.9% to 24.6%, and in Science, from 53.1% to 37.9% during the same period. Although challenges in Mathematics persist, the school's efforts to lower "below" basic scores and enhance proficiency underscore its commitment to meeting PDE expectations and achieving its charter goals.

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===== Technology-The School provides all students with a technology kit (laptop w/ protective shell, printer, ink, headset, tablet, mouse, calculator, backpack, and USB adapter.

**Explain how the scores correspond to the goals identified in the current charter.**

Despite challenges in state testing delivery—such as student participation issues due to travel time, unfamiliar testing environments, and condensed schedules—PA Cyber has made measurable improvements in proficiency and accountability across state assessments. In 2014-2015, 53.5% of students scored proficient or higher across all subjects. Proficiency rates remained relatively stable, with

slight fluctuations: 53.2% in 2015-2016, 49.9% in 2016-2017, and 52.6% in 2017-2018. These figures reflect both successes and ongoing challenges, but PA Cyber's commitment to improving academic achievement aligns with its charter goals of meeting state benchmarks. Subject-specific data highlights areas of strength and challenge. English Language Arts proficiency ranged from 49.9% to 52.6%, and Science proficiency ranged from 47.2% to 53.5%, while Mathematics proficiency remained lower, at 24.1% to 26.3%. A key priority has been reducing the percentage of students scoring below basic, which dropped from 67.7% in 2014-2015 to 64.9% in 2017-2018. Notably, the below basic rate in English Language Arts fell from 37.9% to 24.6%, and in Science, from 53.1% to 37.9%, during this same period. These reductions reflect PA Cyber's focused efforts to improve student outcomes and meet the goals outlined in its charter.

### **Discuss how the scores correspond to academic growth as established in the Pennsylvania Accountability System.**

PVAAS Analysis Growth Index and Effect Size: \*Growth Index and Effect Size for Math and English Language Arts (ELA) show variability across grades, with some grades showing positive growth and others negative. In 2021, Grade 7 Math had a positive Growth Index of 3.75 and a high Effect Size, indicating strong improvement. However, Grade 8 Math in 2022 showed a significant decline with a Growth Index of -4.05. PSSA Trends: Math: • PSSA Math showed overall improvement in Growth Index in 2021, likely signaling recovery post-pandemic, but this trend reversed in 2022, with a notable drop across grades. • ELA followed a similar pattern, with improvement in 2021, followed by declines in 2022 and 2023. Science: • PSSA Science results consistently maintained a positive Growth Index, especially in Grade 8, reflecting stability and improvement over time. Keystone Exams: • Keystone URM (Underrepresented Minorities) data showed mixed results, with some years showing positive growth, but significant negative growth in Algebra I and Biology in others. Exact Path Assessments: Exact Path data revealed negative growth between the Beginning of Year (BOY) and Middle of Year (MOY) for both Math and Reading across most grades in 2020, highlighting challenges in sustaining student progress. Takeaways: • Recovery and Decline Patterns: Test scores improved significantly around 2021 as schools adapted post-pandemic. However, declines in 2022 and 2023 indicate a reversal of these gains across many grades and subjects. • Pandemic Impact: The fluctuations in Growth Index and Effect Size, particularly the declines in 2022, may be due to learning loss and challenges from remote learning during the COVID-19 pandemic. • Science Stability: Science scores have been more stable with positive growth compared to the more volatile and lower growth indices seen in Math and ELA.

### **Additional Comments.**

In PA Cyber's unique online environment with over 10,000 students across the Commonwealth, state assessments are conducted in a manner significantly different from traditional brick-and-mortar schools. Unlike their counterparts who administer tests in the same familiar classrooms where students learn daily, PA Cyber faces the logistical challenge of testing students in various off-site locations. These locations include hotel conference rooms, ballrooms, or event venues scattered across the state, which

introduces several layers of complexity for students and staff. One significant challenge is the setting. PA Cyber students, accustomed to learning at home, are required to complete tests in-person, surrounded by peers in an unfamiliar, often anxiety-inducing environment. This transition from a virtual to a physical setting can be difficult, as students must adapt quickly to new surroundings, which can influence their performance. Moreover, while PA Cyber education is entirely computer-based, the state assessments are predominantly paper-and-pencil. This shift in mode can create additional stress, as students must switch from the digital tools they use daily to traditional testing methods. The stark variance in the testing experience further compounds the challenges, requiring students to adjust not only to a new environment but also to an unfamiliar test-taking method. Due to the geographical spread of students across the state, PA Cyber is unable to administer "one-per-day" tests as traditional schools do. Instead, the School must condense the testing schedule into a three-day window where multiple tests are administered each day. This compressed schedule is a necessity due to travel and time constraints while also adding to the burden on students who must maintain focus and stamina over long testing sessions. For example, PA Cyber schedules 32 testing sites across the Commonwealth, strategically chosen to accommodate the student population and ensure accessibility. However, this widespread approach means that students often travel significant distances to testing sites, adding another layer of stress and fatigue that can affect their performance. Despite these challenges, data shows that students who enroll and remain consistently with the cyber charter school tend to perform better on state assessments than those who disenroll or enroll sporadically. Continuous open enrollment, a hallmark of cyber charter schools including PA Cyber, also plays a role in achievement and growth, as students entering at various times throughout the year may miss critical instructional time and struggle to recover. The school places a strong emphasis on preparing students for these assessments through various means, including Classroom Diagnostic Tools (CDTs), PSSA and Keystone test practice, curriculum alignment, teaching strategies, and participation incentives such as the "ROCK THE TEST" initiative. These efforts are designed to bolster students' confidence and performance, although the school has noted an increase in "test opt-outs" by parents who object to state assessments. To address these challenges and support growth in assessment achievement, the school continually refines its strategies. For instance, mathematics teachers engage in ongoing instructional coaching, focusing on improving concept acquisition and comprehension, which are critical for student success in standardized testing. In summary, PA Cyber administers state assessments in unfamiliar testing environments and condensed schedules accented by the transition from digital learning to traditional paper-based testing. However, through targeted preparation and strategic planning, PA Cyber continues to support students in improving and achieving outcomes despite the hurdles faced for compliance.

## Benchmarks and Goals

### Benchmarks and Goals Descriptions

#### State Assessments (PSSA, PASA, Keystone)

##### Describe Progress

The Pennsylvania Department of Education (PDE) tasked PA Cyber with improving the assessment and accountability program based on specific data linked to PSSA, Keystone, and PASA including student participation—which continues to be a huge barrier in cyber schools in general and true for PA Cyber. In 2014-2015, a maximum of 53.5% of students in the "all students" category scored proficient or higher on state assessments, which included the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and the Pennsylvania Alternate System of Assessment (PASA). From 2015-16 through 2017-18, proficiency levels remained relatively stable, with maximum rates at 53.2%, 49.9%, and 52.6%, respectively. There was considerable variation across subjects: proficiency rates in English Language Arts (ranging from 49.9% to 52.6%) and Science (47.2% to 53.5%) were significantly higher than in Mathematics (24.1% to 26.3%). Overall, the percentage of students scoring below basic has declined slightly since 2014-15, with the maximum rate decreasing from 67.7% (2014-15) to 64.9% (2017-18). Notably, below basic rates dropped more substantially in English Language Arts (from 37.9% in 2014-15 to 24.6% in 2017-18) and Science (from 53.1% in 2014-15 to 37.9% in 2017-18). PA Cyber completed a root cause analysis via the School Improvement Plan (SIP) as part of the process which, in turn, informed the SIP's action plans focusing on PDE's directives for data analysis (state assessments), academic performance, increased achievement gaps, academic growth and increased assessment participation. While the School engaged in several practices to improve achievement over the past seven years, the overall results were mixed. The overall school data revealed student performance levels across different groups from 2019 to 2024, with trends for performance level categories (Below Basic, Basic, Proficient, Advanced) across the "All Students" group and significant subgroups for White, Black, Hispanic, Asian, IEP (students with individualized education programs), and Economically Disadvantaged students, respectively.

**PSSA Results and Analysis: ~All Students (2019-2024):**

- \*Basic:** Fairly consistent, with percentages fluctuating slightly. The percentage was 31.6% in 2019 and remained stable at around 31.8% in 2024.
- \*Proficient:** A downward trend from 19.9% in 2019 to 13.9% in 2024, indicating fewer students are achieving proficiency over time.
- \*Advanced:** Similarly, there has been a steady decline from 7.2% in 2019 to 4.5% in 2024.

**Summary for All Students:** The overall trend is a significant increase in the number of students scoring Below Basic, with fewer students reaching Proficient and Advanced levels, suggesting a decline in math performance for 4th graders.

**~White Students (2019-2024):**

- \*Below Basic:** Increased from 38.3% in 2019 to 44.5% in 2024.
- \*Proficient and Advanced:** Proficient students dropped from 21.8% to 16.9%. \*Advanced students saw a similar decline from 8.2% to 5.5%.

**Summary for White Students:** While there is an overall increase in students scoring Below Basic, the drop in Proficient and Advanced students shows a broader struggle in performance.

**~Black Students (2019-2024):**

- \*Below Basic:** Increased significantly from 57.6% in 2019 to 69.3% in 2024, which is concerning as the majority of Black students are now scoring at the Below Basic level.
- \*Proficient and Advanced:** The percentage of students scoring Proficient dropped from 11.0% to 3.4%, and Advanced levels have remained below 2.1%.

**Summary for Black Students:** The performance of Black students shows a widening achievement gap,



with a notable rise in Below Basic scores and a dramatic decrease in the Proficient and Advanced categories. ~Multi-Racial Students (2019-2024): \*Below Basic: The percentage has increased slightly from 44.3% to 51.1% over the period. \*Proficient: A significant drop from 14.3% to 12.5%. Summary for Multi-Racial Students: Although the percentage of students scoring Below Basic has increased, the percentages in the Proficient and Advanced categories have decreased, following the overall trend. ~Hispanic Students (2019-2024): \*Below Basic: Increased from 45.3% to 55.0% by 2024. \*Proficient and Advanced: Significant decline in Proficient students from 20.8% to 5.0%, and Advanced students remained minimal at 2.5%. Summary for Hispanic Students: There is a sharp decline in higher-performing students and a corresponding increase in students performing at the Below Basic level. ~Asian Students (2019-2024): \*Below Basic: 50% in 2019; no data in the interim years; observed at 33.3% by 2022. \*Proficient: Some improvement from 10.0% in 2019 to 28.6% by 2022. \*Advanced: In 2019, the Asian student group had 5 students (16.7%) scoring at the Advanced level and in 2022, 2 Asian students (9.5%) scored at the Advanced level. Summary for Asian Students: While there was improvement in the percentage of students achieving Proficient, the number of students scoring Below Basic continues to be concerning, ~IEP Students (2019-2024): \*Below Basic: A slight increase from 67.3% in 2019 to 69.4% in 2024. \*Proficient and Advanced: Proficient levels remained low, with a decrease from 7.8% to 6.5%, while Advanced levels stayed below 1%. Summary for IEP Students: A significant majority of IEP students are performing Below Basic, and there is a minimal shift in the percentage of students achieving proficiency. ~Economically Disadvantaged Students (2019-2024): \*Below Basic: Increased from 46.6% in 2019 to 51.3% in 2024. \*Proficient and Advanced: Proficient students dropped from 30.5% to 12.2%. \*Advanced students declined from 4.7% to 3.9%. Summary for Economically Disadvantaged Students: The trend shows a decline in performance, with more students scoring Below Basic and fewer achieving Proficient or Advanced levels over time. SUMMARY STATEMENT FOR SUBGROUPS-It is important to note regarding subgroup data since the number of students fluctuates significantly from year to year due to an ongoing transient population choosing to enroll at PA Cyber and a population that may enroll, disenroll, and enroll again at a different time of the school year. General Trends: Declining Performance: Across all groups, there is an observable decline in performance over time, with a higher percentage of students in the Below Basic category and fewer students reaching Proficient and Advanced levels. Achievement Gaps: There are widening achievement gaps for specific subgroups, particularly Black and Economically Disadvantaged students, where the majority are scoring Below Basic, with minimal representation in the Proficient and Advanced categories. Impact of IEP and Economically Disadvantaged Status: Students with IEPs and Economically Disadvantaged students consistently show a larger proportion scoring Below Basic. \*\*\*\*The PA Cyber Charter 4-Year PSSA Performance Level Comparison identifies the performance trends across various grades in Reading and Math from 2019 to 2024: ~Reading Analysis Overall Performance: There is a notable decline in the percentage of students in the "Advanced" and "Proficient" levels, with the "Below Basic" category increasing from 13% in 2019 to 21% in 2024. ~Grade-Level Trends: Grade 3: After a drop from 2019 to 2023, there's a minor recovery in the percentage of students in the "Proficient" level (38% in 2024). Grade 5: The "Below Basic" level significantly increased from 18% in 2019 to 34% in 2024, indicating a challenge in this grade. Grade 7: There was a positive shift in "Proficient" percentages from 38% in 2019 to 48% in 2022, though it declined to 31% by 2024. ~Math Analysis Overall Performance: A similar trend to Reading, with declining performance in the higher

proficiency levels ("Advanced" and "Proficient") and increases in the "Below Basic" level, which rose from 53% in 2019 to 61% in 2024. Grade-Level Trends: Grade 3: There's a notable drop in students achieving "Proficient" and "Advanced" from 34% in 2019 to 21% in 2024. Grade 7 and 8: There is a significant increase in the "Below Basic" level, peaking at 64% in 2024 for Grade 7 and 74% for Grade 8, suggesting difficulties in advanced mathematical understanding in these higher grades. Keystone Exams Results and Analysis: The Keystone Examination data you provided illustrates the performance levels across various student demographics from 2019 to 2024. Here's a summary of key trends and observations by student group: ~All Students \*Below Basic performance increased from 41.3% in 2019 to 49.8% in 2024. \*Proficient and Advanced levels consistently declined, with Proficient dropping from 19.9% in 2019 to 13.9% in 2024, and Advanced from 7.2% to 4.5%. A noticeable trend is the shift towards lower performance levels over the years. ~White Students \*Below Basic level rose from 38.3% in 2019 to 44.5% in 2024: A slight decrease in Proficient and Advanced levels is observed, indicating a gradual decline in higher performance tiers. ~Black Students \*Below Basic percentage remains significantly high, increasing from 57.6% in 2019 to 69.3% in 2024. \*Proficient and Advanced performance levels declining, reflect challenges in achieving higher proficiency among Black students. ~Multi-Racial Students \*Below Basic performance consistently increased from 44.3% in 2019 to 51.1% in 2024. \* Proficient and Advanced levels declining suggest a trend similar to other groups, with a shift towards lower performance tiers over time. ~Hispanic Students \*Below Basic levels fluctuated but remained high, peaking at 60.9% in 2021 and reaching 55.0% in 2024. \*Proficient and Advanced levels showed a significant drop, indicating increased difficulty in reaching higher performance levels for this group. ~Asian Students \*Data gaps make trend analysis challenging, but Below Basic performance in 2019 was high at 50%. \*A moderate Advanced level of 16.7% in 2019 suggests varied performance within this group. ~IEP Students \*Below Basic performance has remained high, increasing slightly from 67.3% in 2019 to 69.4% in 2024. \*Advanced performance stayed low, indicating consistent challenges for IEP students in reaching higher proficiency. ~Economically Disadvantaged Students \*Below Basic percentage increased from 46.6% in 2019 to 51.3% in 2024, while Proficient and Advanced levels dropped. ~PSSA General Observations Across all groups, there's a concerning trend of rising Below Basic percentages and declining Proficient and Advanced percentages, particularly notable in 2023 and 2024. The performance gaps are widening, especially among historically disadvantaged groups (e.g., Black, Hispanic, IEP, and Economically Disadvantaged students). This data suggests a need for targeted interventions to support higher achievement, focusing on closing proficiency gaps and reducing the percentage of students in the Below Basic category. \*\*\*The Keystone Data chart provides a four-year overview of performance in Algebra, Biology, and Literature from 2019 to 2024. Performance trends: Algebra Overall Proficiency Rate: Shows a decline from 23% in 2022 to 13% in 2024. This drop reflects a downward trend in proficiency levels over time. Advanced and Proficient Levels: Both categories have decreased, with Advanced at 6% in 2022 dropping to 3% by 2024, and Proficient at 17% in 2022 falling to 10% by 2024. Basic and Below Basic: The percentages in the Basic category remain stable at 43%-44%, but the Below Basic category has worsened, increasing from 34% in 2022 to 44% in 2024. Biology Overall Proficiency Rate: This metric declined from 26% in 2022 to 17% in 2024, indicating a decrease in the number of students reaching proficiency. Advanced and Proficient Levels: Advanced dropped from 7% in 2022 to 4% in 2024, and Proficient fell from 19% in 2022 to 13% in 2024. Basic and Below Basic: The Basic level saw a slight

increase from 30% in 2023 to 32% in 2024, while the Below Basic level increased from 41% in 2022 to 52% in 2024, a concerning trend suggesting more students are struggling. Literature Overall Proficiency Rate: Performance in Literature is relatively stable compared to Algebra and Biology, with a slight increase from 41% in 2023 to 42% in 2024. Advanced and Proficient Levels: The Advanced category remains steady, with a minor increase from 3% to 4% in 2024, while the Proficient level has stabilized around 38%-46%. Basic and Below Basic: Basic levels have also stayed consistent, while the Below Basic level has seen a slight increase from 14% in 2022 to 19% in 2023 and 2024. Keystone Summary The Decline in Proficiency: Both Algebra and Biology show notable declines in proficiency, with increasing percentages of students in the Below Basic category, signaling potential areas for targeted intervention. Stability in Literature: Literature shows the most stability, with minor fluctuations in proficiency and fewer students falling into the Below Basic category, which is a positive trend compared to Algebra and Biology. IMPORTANT DATA TO CONSIDER: •PA Cyber exceeds 86% of all other PA cyber schools in all areas. of all PA schools of 2000+ students, PA cyber is equal to or higher than 71% of schools in science and biology. •Students who attend PA Cyber 6+ or more years graduate on time at 90.3% compared to 57%. •Students who attended 6+ years are only 1/3 of our population (transiency) this results in lower scores and percentages. •ELA scores improve for those students attending 4+ years •If students attend beginning in kindergarten, scores are at or above the state average at all grade levels. PASA For PASA students, the assessment must be administered in person, which is logistically challenging for PA Cyber due to the students' geographic locations (PA Cyber students are located across the state). Coordinating travel, along with effective family communication and support, often impedes the process. PASA students also require individualized accommodations, which creates a barrier since the School, while employing qualified staff to complete the task, has limited capacity to do so. Condensed testing schedules further complicate this process, as providing the necessary accommodations within a short timeframe adds additional pressure on both staff and families. Moreover, unfamiliar testing environments, a challenge for all PA Cyber students, can increase anxiety for PASA participants, further affecting their performance. The school's PASA participation is extremely low, which skews data and makes it difficult to draw meaningful conclusions about student performance or growth. This is a continuous cycle, and the School remains committed to evaluating solutions to increase participation effectively and safely.

## **Explain Interventions**

PA Cyber students who score Basic or Below Basic on the Pennsylvania System of School Assessment (PSSA) are eligible for targeted interventions to improve their academic performance. Through a combination of intervention strategies, the School provides several routes to appropriate interventions to support achievement. Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) Beginning with universal instruction at TIER 1, students experience whole class instruction, assessment, and data-based decision making with differentiation aligned with student needs. Regular assessments help track student improvement and adjustments as interventions integrate when needed. In Tier 2, small group interventions are supported and Tier 3 offers intensive, individualized support. Interventions: State Assessments (PSSA and Keystone Exams) PA Cyber is committed to ensuring that all students have the opportunity to demonstrate proficiency on state assessments, including the PSSA and Keystone Exams.

To achieve this, the academic team implemented several targeted intervention programs, such as Cyber Strong tutoring sessions across all academies, with the following goals:

1. **Cyber Strong Tutoring Sessions:**
  - **Purpose and Format:** PA Cyber offers voluntary Cyber Strong tutoring sessions to help students prepare for the PSSA and Keystone Exams. These sessions are designed to reinforce key concepts in tested subjects (Math, Reading, Science) and to provide students with additional practice on material they may struggle with during regular instruction.
  - **Schedule and Duration:** The Cyber Strong sessions run for approximately 10 weeks leading up to the testing windows, giving students ample time to engage with the content and improve their understanding.
  - **Focus Areas:** Tutoring sessions cover essential topics aligned with the state standards and focus on helping students achieve proficiency in key subject areas. Each session is structured to address common challenges identified in previous assessment data, with personalized support to ensure students are well-prepared.
2. **Impact Peer Tutoring:** IMPACT is a peer tutoring program in which a high achieving 10th, 11th, 12th grade student will tutor 3rd-8th grade students one-on-one (or small group) in math, science, &/or ELA to prepare for the PSSA's.
2. **Intervention to Improve Assessment Attendance Rates:**
  - **Increased Parent Communication:** To address challenges with state assessment attendance, PA Cyber has implemented targeted communication strategies. This includes increased phone calls and scheduling focus to remind families of the importance of participating in state assessments along with regular information on student progress which, in turn, informs needed support.
  - **Incentives to Test:** School Spirit Weeks, Giveaways (hoodies, t-shirts), PA Cyber blankets-Tumblers-Archie Stress Balls, Raffle Tickets-prizes/PA Cyber Swag, Posters
  - **Themed Awareness Campaigns:** PA Cyber also runs themed campaigns leading up to testing periods. These initiatives are designed to raise awareness among students and parents about the upcoming assessments, using creative messaging and thematic approaches to encourage participation. Examples include, ROCK THE TEST, and BUILDING GROWTH MINDSETS (GRIT TO GROWTH) campaigns for assessment success.
  - **Data Tracking and Accountability:** Attendance for state assessments is tracked using PA Cyber's communication management system, ensuring that all absences are followed up with targeted interventions. Teachers, administrators, and support staff work collaboratively to address barriers to participation, such as scheduling conflicts or transportation issues.
3. **Test-taking Strategies:** PA Cyber educators are committed to emphasize the goal for deeper content learning, however, the School also recognizes the inevitable experiences with test anxiety and impact on test scores. One significant way to reduce anxiety is linked to the PREPARE, PRACTICE, PERFORM model. Essentially, effective test prep and test practice, influence performance. Part of test preparation at PA Cyber is to communicate effective test taking strategies which includes a true understanding of the test format and align this with study sessions, mock tests and review games as a bridge to confidence and calmness. Teachers focus on specific test-taking strategies that intersect with subject content. For the PSSA English Language Arts (ELA) and Keystone Literature exams, students are encouraged to skim reading passages to grasp the main idea, annotate key points, use context clues to understand unfamiliar words, and focus on identifying the main idea and supporting details for both multiple-choice and constructed-response questions. In PSSA Math and Keystone Algebra, students are encouraged always show their work, check units, estimate answers before solving, memorize essential formulas, and practice reading graphs and charts to ensure accurate problem-solving. These strategies help reinforce key skills for test success. For the PSSA Science and Keystone Biology exams, students are directed to

focus on understanding key scientific vocabulary, as many questions rely on accurate terminology. They are directed to prioritize scientific reasoning and process skills, such as forming hypotheses and interpreting data. Additionally, students must be comfortable reading and interpreting diagrams, graphs, and data sets, while reviewing the scientific method and its application to experimental data is crucial for success in Keystone Biology. Finally, it is essential in the unconventional way PA Cyber tests (hotel conference rooms, ballrooms, and conference centers) to focus on mental and physical preparation especially as it relates to the compact schedule where more than one test is taken in a shorter window of time (one day vs. spread out over weeks). Students need to practice simple relaxation techniques, like deep breathing, to stay calm during the test and encouraged to maintain a positive mindset, reminding them that feeling nervous is normal. Additionally, promoting healthy habits such as getting a good night's sleep before the test and eating a nutritious breakfast will help ensure they have the energy and focus needed to perform well, particularly since some students need to travel a long distance to complete assessments.

## **Local Assessments**

### **Describe Progress**

PA Cyber integrates a scope of local assessments to measure and support student learning across grade levels. These include teacher-created assignments, curriculum-based common assessments, and more formal tools such as EasyCBM fluency checks for grades K-2, ExactPath Diagnostics for grades 3-8, and Classroom Diagnostic Tools (CDTs) for grades 9-12. Additional assessments include Study Island and STAR Assessments, which provide a broader evaluation of student progress and performance. The primary assessment goal is to offer a detailed picture of student strengths and challenges and skill levels which, in turn, informs instruction by targeting each students' specific needs. Continuous data collection and review assists PA Cyber to respond and adapt more effectively to boost student learning and student outcomes.

### **Explain Interventions**

Local Assessment Interventions PA Cyber offers a variety of interventions that are directly tailored to address student performance based on local assessments. These interventions are designed to provide targeted support and personalized learning paths, ensuring that all students receive the assistance they need to succeed.

1. K-2 Interventions:
  - Sights & Sounds Tutoring: This targeted intervention focuses on developing early literacy skills, particularly phonemic awareness, for K-2 students. Students who demonstrate difficulties in literacy on local assessments are enrolled in small group tutoring sessions designed to improve their proficiency in recognizing sight words and letter-sound relationships.
  - Blended Classroom Phonics Hour: In addition to regular classroom instruction, K-2 students in the Blended Classroom setting have access to a Phonics Hour Tutoring program. This intervention provides additional support for students struggling with foundational literacy skills, reinforcing what they've learned in their regular instruction.
2. K-8 Personalized Learning Paths:
  - Edmentum's Exact Path: For students in grades K-8, PA Cyber utilizes Exact Path, a personalized learning platform that tailors content based on

diagnostic assessment data. Students receive individualized learning paths in core subjects like Math and Reading, ensuring that they work on targeted skills that address their specific areas of need. •Freckle and Lalilo (K-8): Students in the range also have access to Renaissance’s Freckle and Lalilo programs, which offer personalized literacy and interventions. These tools adapt to the student’s level and provide engaging activities that help close learning gaps. •IXL: IXL is used as an additional adaptive learning tool that provides students with personalized learning recommendations based on their performance in specific skill areas. The platform offers practice in Math, English Language Arts, and other subjects, allowing teachers to monitor progress and adjust instruction accordingly. 3. 9-12 Personalized Learning Paths: • IXL: IXL is used as an additional adaptive learning tool that provides students with personalized learning recommendations based on their performance in specific skill areas. The platform offers practice in Math, English Language Arts, and other subjects, allowing teachers to monitor progress and adjust instruction accordingly. •Edmentum Study Island is used as a repetition and test prep tool for students specifically in tested subject areas to expose them to similar questions that they may see on standardized assessments. 4. Teacher and Self-Scheduled Tutoring: • Teacher Tutoring Hours: PA Cyber teachers offer regular office and tutoring hours where students can receive additional academic support outside of live classes. These sessions allow for real-time feedback and assistance based on student needs, as identified through local assessments. • At-Home Tutoring Services (ATHS) Pearl Platform: PA Cyber also partners with At-Home Tutoring Services (ATHS), which offers students flexible, self-scheduled tutoring sessions through the Pearl Platform. This service allows students and families to book sessions with certified tutors, ensuring that students can access academic support on their schedule.

## **Measurements of Academic Growth (PVAAS)**

### **Describe Progress**

PVAAS Analysis: 1. Growth Index and Effect Size: -Across the years, the Growth Index and Effect Size for both Math and English Language Arts (ELA) show variability, with some grades showing positive growth while others reflect negative growth. -For example, in 2021, Grade 7 Math had a positive Growth Index of 3.75 with a corresponding high Effect Size, indicating substantial improvement. Conversely, Grade 8 Math in 2022 had a significantly negative Growth Index of -4.05, indicating a decline. 2. PSSA Trends: -In PSSA Math, the overall Growth Index appears to have improved in 2021, likely indicating a recovery or positive trend post-pandemic. However, this trend reversed in 2022, with a substantial drop in Growth Index across grades. -ELA results are similar, with noticeable improvement in 2021, followed by declines in 2022 and 2023. 3. Science: -PSSA Science results seem to maintain a positive Growth Index across the years, indicating consistent improvement or stability, particularly in Grade 8. 4. Keystone Exams: -The Keystone URM (Underrepresented Minorities) data shows varying trends, with some years showing positive growth and others reflecting significant negative growth, particularly in Algebra I and Biology. 5. Exact Path Assessments: -The Exact Path results generally show negative growth between BOY (Beginning of Year) and MOY (Middle of Year) for both Math and Reading across most grades in 2020. This data suggests challenges in maintaining student progress during the year. Key Observations: -Recovery and Decline Patterns: The data suggests that there was a significant improvement in test scores around 2021, likely as students and schools adapted to post-pandemic. However, the following years, particularly 2022

and 2023, show a reversal in these gains, with multiple grades and subjects experiencing declines. - Impact of the Pandemic: The fluctuations in the Growth Index and Effect Size, particularly the declines in 2022, might reflect ongoing challenges from the COVID-19 pandemic, such as learning loss or difficulties in remote learning. -Science vs. ELA/Math: Science scores seem to be more stable and positive compared to Math and ELA, which have more fluctuating and generally lower growth indices.

## **Explain Interventions**

PVAAS Interventions PA Cyber leverages PVAAS (Pennsylvania Value-Added Assessment System) data to guide teacher development and improve student outcomes. As part of this initiative, PA Cyber provides teachers with training and targeted sessions to help them better understand and utilize PVAAS data in their instructional planning.

1. EdInsight Training Sessions: Teachers receive targeted training from PA Cyber’s EdInsight team, specifically focusing on how to analyze PSSA data using the PVAAS growth model. These sessions are designed to help teachers:

- Identify Areas of Growth: Teachers learn how to interpret PVAAS data to identify specific areas where students need additional support or intervention, focusing on anchor categories within the PSSA (e.g., Reading, Math, Science). This granular approach allows teachers to pinpoint exact areas where students are struggling.
- Plan Instructional Adjustments: Based on the PVAAS data, teachers are trained to develop targeted instructional strategies to address the identified needs of their students. This data-driven approach ensures that instruction is tailored to improve student performance on future assessments.

2. Individual Teacher Growth: In addition to providing data on student progress, PVAAS offers insights into teacher effectiveness. PA Cyber uses this data to support individual teacher growth by:

- Targeting Professional Development: Teachers work with trainers from EdInsight to create personalized growth plans that focus on improving instructional practices in areas identified by the PVAAS data. By focusing on anchor categories where students show the greatest need, teachers are better equipped to support student growth.
- Ongoing Feedback and Support: After initial training, teachers continue to receive support through follow-up sessions, ensuring that they are able to implement the strategies learned in the training effectively. Regular feedback helps teachers adjust their instructional methods to better meet student needs.

## **Adjusted Cohort Graduation Rate (if applicable)**

### **Describe Progress**

Since PA Cyber’s leadership realignment in 2019, the targeted focus was and is improving promotion, retention, and graduation rates. The impact is reflected in significant progress with decisive data analysis and specific practices demonstrating the leadership and staff influence on student achievement.

**GRADUATION RATES** The 4-year cohort graduation rate revealed a general upward trend, increasing from 50.3% in 2017-2018 to 62.1% in 2022-2023. Although there was a slight drop to 49.5% in 2018-2019, the rate rebounded and demonstrated consistent improvement in the following years. The combined graduation rate has steadily risen from 56.4% in 2017-2018 to 64% in 2022-2023. The most notable yearly gain occurred between 2019-2020 and 2020-2021, with a significant increase of 4.7%, highlighting a pivotal period of improvement. Also, after a 1.9% decline in 2018-2019, yearly gains indicated consistent

improvement, culminating in a 4.7% increase in 2020-2021. The cumulative gains reflect a significant positive trend, reaching +9.4% by 2022-2023. Beginning in 2019-2020, the cumulative gains steadily increased each year, ultimately reaching this +9.4% milestone by 2022-2023. Finally, in 2019-2020, there is a steady increase each year, with the cumulative gains reaching +9.4% by 2022-2023. In summary, the data indicates a positive trend in graduation rates, particularly after the implementation of the SIP, with significant improvements in both the 4-year and 5-year cohort rates. The consistency in cumulative gains emphasizes the effectiveness of the persistent improvement efforts.

## **Explain Interventions**

**EXPANSION OF ACADEMIC INTERVENTION SPECIALISTS** The expansion of Academic Intervention Specialists (AIS) from one for grades K-5 to a team of six, including four focused on high school, enabled more targeted student support. Despite personnel changes, a well-defined scope of work and detailed approaches have ensured the continuity of services.

**PROACTIVE SCHEDULING, PERSONALIZED ENGAGEMENT PLAN DEVELOPMENT AND COMMUNICATION** The AIS team plays a crucial role in ensuring that students are scheduled into courses that not only meet graduation requirements but also align with individual needs. At the beginning of each school year, the AIS team reviews all schedules to ensure students are on track for promotion or graduation, making necessary adjustments (i.e., courseloads etc.). In addition, the AIS team develops and communicates Personalized Engagement Plans (PEP's) for each student which, in turn, are shared with families, teachers and advisors. Individual needs are addressed including specific strategies for academic support. The AIS team also creates student pacing plans, setting milestones and deadlines emphasize staying on track. Regular check-ins and frequent contacts with students and families ensure that plans are adhered to and issues are promptly addressed.

**MULTITIERED SYSTEMS OF SUPPORT (MTSS)** The school employs a Multitiered Systems of Support (MTSS) framework to provide differentiated levels of support based on student needs. This collaboratively developed and adaptable framework offers tiered support, ensuring students receive sufficient assistance for success without becoming overly dependent. The approach involves collaboration among teachers, academic advisors, AIS staff, and active engagement with families and students. By offering a range of interventions, from general classroom support to more intensive one-on-one assistance, the MTSS framework effectively addresses diverse student needs and helps them achieve academic goals. A significant portion of this success is attributed to the consistent contact between Academic Intervention Specialists, students, and families.

**DATA DRIVEN DECISION-MAKING** Data is central to the decision-making process, with much of the school's work empirically grounded. Student performance data is regularly analyzed to identify trends and areas for improvement across tested subjects and beyond. This data-driven approach allows for tailored interventions and support strategies. For instance, by reviewing grades and performance metrics, the school can identify students at risk of falling behind and take proactive measures through the MTSS framework. The team continuously identifies areas for improvement, gathers feedback, implements adjustments, and reflects on new data to support ongoing progress.

**REGULAR REVIEW AND CONTINUOUS IMPROVEMENT** The school's approach includes a continuous cycle of review and improvement. Strategies are regularly assessed and adjusted based on ongoing data analysis and feedback from students, families, and staff. This iterative process ensures



constant refinement of practices to better support student achievement at all levels. Additionally, higher-level data is reviewed as part of district-wide initiatives and the school improvement plan. In summary, leadership and professional staff have significantly impacted student achievement through the expansion of Academic Intervention Specialists, proactive schedule reviews, personalized engagement plans, and a comprehensive Multitiered Systems of Support (MTSS). By leveraging data and focusing on continuous improvement, the school has enhanced student success and increased the graduation rate by 15%, despite serving a population that is over 50% at-risk or marginalized.

## **Regular Attendance**

### **Describe Progress**

PA Cyber's overall trend from 2017 to 2024 reveals a fluctuating attendance rate. Attendance peaked at 95.1% in 2020-2021 as families sought cyber schooling as a safer and more stable option for instruction. However, after this peak, attendance consistently declined, reaching 93.3% in 2023-2024. Year-to-year changes show a significant drop between 2017-2018 and 2018-2019, from 93.8% to 89.9%. After this decline, attendance rebounded, returning to the 94-95% range between 2019 and 2021. However, the post-pandemic period revealed a steady decrease in attendance from 2021-2024. The current attendance rate of 93.3% in 2023-2024 is slightly below the pre-pandemic level of 94.3% in 2019-2020, requiring continuous monitoring. PA Cyber's attendance practices differ significantly from traditional schools, as students do not physically attend in person. Typically, attendance is tracked through student logins to the online platform, participation in synchronous (live) classes, and completion of assigned coursework. However, these practices must be carefully structured to ensure accuracy and accountability. Here are some key practices and the importance of verification: -Students are marked present when they access the learning platform daily.

### **Explain Interventions**

Interventions to support students include a range of communication and school-based efforts. Contact is made through phone calls, text messages, emails, and letters via the US Postal Service to maintain consistent communication with students and families. School-based supports are provided through programs such as the Student Assistance Program (SAP), guidance referrals, tutoring, and teacher office hours. Academic Intervention Specialists offer additional help, and students can access support appointments both online and in person. Other resources include training on systems, daily expectations, schedule building, and organization, along with the Check-in/Check-out process and McKinney Vento services for students in need. These interventions work together to ensure students receive the support necessary for their academic success. School-based meetings with parents include the School Attendance Improvement Plan conference, IEP team meetings, and consultations with the school nurse to address individual student needs. Community supports are also utilized, such as referrals to Children and Youth Agencies or the Department of Human Services, community truancy abatement programs, and Family Decision-Making sessions. Wellness checks and home visits led by the local school district further enhance support for families. When necessary, the court system is involved

through truancy citations to ensure compliance and encourage consistent school attendance. These collaborative efforts aim to address attendance issues and promote student success

**Have the goals been revised?**

No

**Attach Assessment Calendar**

2024.25 Staff Calendar Final (1).pdf

Progress Report Dates 2024-2025.pdf

**Describe systems for collecting and analyzing data and how the data is used to inform instruction and planning.**

PA Cyber utilizes both diagnostic assessments and benchmarking to monitor student progress across all grade levels. These assessments are administered during three designated benchmarking periods: Fall (September), Winter (January), and Spring (May). The tools used vary by grade level, tailored to student needs and specific content areas. ---Grades K-8: Students engage in diagnostic assessments in Math, Language Arts, and Reading, while students in grades 5 and 8 are also benchmarked in Science during these periods. ---Grades 9-12: The CDT (Classroom Diagnostic Tool) is used to measure progress in specific subject areas. Teacher access to this data directs live instruction, guiding lessons to meet the needs of individual students. Depending on the tool used, parents/guardians, teachers, support staff, and administrators receive access to student data. The results generate personalized learning paths for each student, allowing focused instruction that clarifies individual strengths and areas for improvement. ---Data is collected and analyzed through PA Cyber’s Multi-Tiered Systems of Support (MTSS) portal, EdInsight, where trends and benchmarks are continuously monitored to guide instructional planning and intervention strategies.

**Provide a high-level summary of achievement and other outcomes to include trend information and results by student group.**

PA Cyber showed positive trends across different grade levels: ---K-2: Early diagnostic tools, like EasyCBM fluency checks, demonstrated improvement in early literacy skills, particularly among students participating in targeted reading interventions. ---Grades 3-8: ExactPath Diagnostics indicated progress in both Math and Reading, with growth following the Winter benchmarking window. ---Grades 9-12: CDT results show improvement in core subjects, such as Math and Science, especially in students who participated in personalized learning paths generated by the diagnostic tools. When disaggregated by student subgroups (economically disadvantaged, English Language Learners, and students with disabilities), there have been gains in proficiency, particularly in areas where PA Cyber has implemented additional support mechanisms through its MTSS framework. Trends in Student Groups: Economically

disadvantaged students and students receiving special education services demonstrated growth due to targeted interventions based on assessments. This aligns with PA Cyber's long-term goal of reducing achievement gaps among these student populations.

### **What do these data suggest in terms of the school's short- and long-term goals?**

Short-Term Goals: The data suggests a need to boost instructional interventions, particularly in Math and Reading, to reduce the number of students performing below grade level. PA Cyber will continue to utilize tools like ExactPath Diagnostics and STAR Assessments to identify struggling students and provide them with tailored learning paths designed to close learning gaps. Long-Term Goals: In the long term, PA Cyber intends to further reduce achievement gaps across all student subgroups achieved by expanding the use of data-driven instruction, increasing professional development for teachers (especially in using data to inform practice), and refining the MTSS process to support individualized instruction.

### **How do these goals relate to the school improvement plan, if any?**

The goals outlined through local and diagnostic assessments directly correlate with PA Cyber's School Improvement Plan. For example: ---The School Improvement Plan emphasizes the need to raise proficiency rates in core academic subjects such as Math and Reading. By leveraging diagnostic data, PA Cyber can target these areas more effectively. ---PA Cyber's commitment to improving outcomes for all student subgroups, particularly those historically underserved, aligns with the long-term objectives of the School Improvement Plan, which seeks to close achievement gaps through evidence-based interventions. ---The integration of MTSS as part of the data-informed decision-making process supports the improvement plan's goal of providing tiered support based on student needs. The plan also encourages ongoing teacher development, a focus supported by data analysis from local assessments and student outcomes.

### **Provide a clear explanation and evidence of how the school has complied with requirements and regulations in the administration of the PSSA, PASA, and/or Keystone Exams. Address any complaints and corrections regarding compliance in this area.**

PA Cyber fully complies with state and federal requirements for administering the PSSA, PASA, and Keystone Exams. ---PSSA and Keystone Exams: These exams are administered annually to students in the designated grade levels (PSSA for grades 3-8 and Keystone Exams for high school students), following all guidelines provided by the Pennsylvania Department of Education. PA Cyber ensures that all students, including those with Individualized Education Plans (IEPs) and 504 Plans, are provided with the necessary accommodations for successful test participation. ---PASA: For students with significant cognitive disabilities, PA Cyber administers the PASA, adhering to the specific guidelines provided for this alternate assessment. \*During the course of the School's current charter PA Cyber was visited by PDE monitors at test site locations six (6) times. Working closely with PDE officials to ensure compliance with all monitoring regulations and requirements. {A Cyber received the following notifications: 12/2017

Keystones “Meeting Expectations” 5/2018      Keystones “Meeting Expectations” 12/2022  
Keystones “Meeting Expectations” 12/6/2023      Keystones “Meeting Expectations” 12/7/2023  
Keystones “Meeting Expectations” 12/8/2023      Keystones “Meeting Expectations” \*PA Cyber

continuously reviews its procedures to confirm compliance with all testing protocols, including test security and reporting. Any concerns raised regarding testing compliance are addressed promptly. For example, minor compliance issues identified in the past were resolved through enhanced training for test proctors and adjustments to testing procedures. Additionally, PA Cyber conducts ongoing training on PSSA/Keystone proctoring to verify staff are fully prepared.

## Educational Programs

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

Curriculum Delivery Method at PA Cyber PA Cyber offers students a comprehensive and flexible learning experience through three distinct content delivery modes: synchronous, asynchronous, and blended classrooms. Each mode is tailored to meet diverse student needs and learning preferences, ensuring that all students have access to high-quality education in a format best supports their learning.

1. Synchronous Instruction in the Virtual Classroom (VC) Available for students in grades 1-12, the Virtual Classroom provides daily live lessons delivered by certified teachers. These classes are conducted in a fully virtual environment and follow the traditional school calendar. The synchronous model ensures real-time interaction between students and teachers, fostering an engaging and collaborative learning atmosphere. Students receive direct instruction, participate in discussions, and have opportunities to ask questions and receive immediate feedback.

- Grades 1 & 2: Live instruction takes place in a self-contained environment, where one teacher covers all core subjects: English Language Arts (ELA), Mathematics, Science, and Social Studies. Students are engaged in live sessions for core subjects for 4.5 hours each day.
- Grades 3 & 4: Live instruction occurs in a teamed setting, with students having one teacher for Math and Science and another for ELA and Social Studies. Math and ELA sessions are 1.5 hours in length, while Science and Social Studies sessions are 1 hour each.
- Grade 5: Live instruction is delivered by subject-specific teachers. Math and ELA sessions are 1.5 hours, and Science and Social Studies sessions are 1 hour in length.
- Grades 6-12: Live instruction is provided by subject-specific teachers, with all subjects being 1 hour in length.
- Grades K-12: Students can receive direct teacher assistance through established office/tutoring hours, which are scheduled outside of regular class times.

2. Blended Classroom (BC) - Synchronous/Asynchronous Instruction Offered for students in grades K-12, the Blended Classroom combines the flexibility of self-paced learning with the structure of weekly live sessions. Students work through coursework at their own pace, maintaining a required pace to ensure progress, and participate in once-a-week live sessions where they can interact with their teacher and peers. This model supports independent learning while providing consistent guidance and support from instructors.

3. Asynchronous Instruction in the Asynchronous Classroom (AC) Asynchronous learning is available for identified elective courses, allowing students to complete coursework independently without the need for live sessions. This model is ideal for students who require a more flexible schedule or prefer to work at their own pace. Course materials, assignments, and assessments are provided through our online platform, and students are expected to manage their time and meet deadlines as outlined by the course.

Instructional Delivery Platform PA Cyber utilizes a robust online platform, currently CLASS by ZOOM, which is fully integrated to support content delivery, management, and student engagement. This platform enables seamless virtual instruction, including live classes, interactive content, and collaborative learning experiences. Additionally, PA Cyber incorporates a variety of educational tools to enhance learning, including:

- Content Creation and Presentation Tools (e.g., Nearpod, Kahoot, Science4Us, Gizmos) for interactive lessons and student engagement.
- Assessment and Feedback Tools (e.g., Quizizz, Classkick, IXL, ExactPath) to monitor student progress and provide timely feedback.
- Collaborative Learning Tools to encourage teamwork and peer interaction.

Academic

Structure and Continuum of Learning PA Cyber’s academic structure is designed around a continuum of learning, organized into grade-based academies: Grades K-5, Grades 6-8, and Grades 9-12. This structure ensures a cohesive and developmentally appropriate progression of skills and knowledge: -Grades K-2: Learning to Read – Foundational literacy skills are emphasized, laying the groundwork for future academic success. -Grades 3-5: Reading to Learn – Students transition from learning to read to using reading as a tool for learning across all subjects. -Grades 6-8: Learning to Think – Critical thinking, problem-solving, and analytical skills are developed, preparing students for higher-level coursework. -Grades 9-12: Learning to Live – Students focus on applying their knowledge and skills in real-world contexts, preparing for post-secondary education and careers.

## **Curriculum Framework, Maps, or Scope and Sequence**

### **English Language Arts**

ELA Curriculum Charter\_2425.pdf

### **Mathematics**

Mathematics Curriculum Charter\_2425.pdf

### **Science**

Science Curriculum Charter\_2425.pdf

### **Social Studies**

Social Studies Curriculum Charter\_2425.pdf

Electives Offerings Curriculum Charter\_2425.pdf

## **Describe how students are assessed and how this information is used to improve student achievement and attain learning objectives.**

PA Cyber integrates a variety of assessment methods to measure student learning and guide instruction. The data collected from these assessments is used to inform teaching practices, personalize learning, support student growth, and ensure that learning objectives are met, ultimately leading to improved student achievement. -Formative Assessment: PA Cyber engages students in frequent checkpoints within the virtual classroom using various formative assessments with the intent to provide information for learning, leading to improvement (i.e., low-stakes quizzes, polls, minute papers, muddiest point reflections, exit tickets, anecdotal notes, think-pair-share activities, and chat posts). These active

learning tools help discern student competency and learning during lessons and are integrated schoolwide as part of effective planning. Additionally, teachers utilize interactive tools like Kahoot and Nearpod, along with other comprehensive products, leveraging real-time data to assess students' understanding. This allows teachers to pivot instructional strategies and differentiate instruction as needed. This process, in a virtual class specifically, enables an "ability" culture that is incremental, not fixed. PA Cyber teachers frequently utilize formative prompts to gauge student learning (reflective, discussion-based, predictive, connective, etc. For example, a biology teacher includes reflective prompts--"How confident do you feel about your understanding of cellular respiration?" Another example is a social studies teacher who integrates connective prompts, "How does today's lesson on WWII connect to what we studied earlier in WWI?" Assessment FOR learning at PA Cyber enables students to think critically, articulate their understanding, and apply their knowledge, while also providing teachers with valuable insights into student comprehension and identifying areas that may require additional instruction.

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===== -Summative Assessments: At the end of instructional modules or units, students complete summative assessments such as unit tests and final exams to measure their understanding of the material. Projects, presentations, reports, and final essays also serve as summative methods. Additionally, student participation in the PSSA and Keystone Exams provides critical insights into proficiency in core subjects, identifying both strengths and challenges in student learning. Data from these assessments captures concrete evidence of mastery regarding grade-level standards and learning objectives, offering a clearer basis for instructional decisions, including reteaching, targeted interventions, and potential curricular adjustments.

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===== -Diagnostics and Benchmark Assessments: PA Cyber integrates diagnostic and benchmark assessments to measure student progress against standards and learning goals. Diagnostics at the beginning of the year identify initial skill levels, while periodic benchmark assessments throughout the year gauge ongoing strengths and challenges. These assessments inform and guide tiered interventions to enhance achievement. Benchmark data also allows for comparisons with peers, providing an additional data point for planned impact to increase student growth and achievement. Examples:

- Exact Path Diagnostics (K-8): General education students in grades K-8 complete diagnostic assessments in Math Language Arts and Reading through Exact Path. These diagnostics generate personalized learning paths based on individual proficiency levels, helping teachers provide targeted instruction and interventions.
- Study Island (Grades 3-12): Students in grades 3-12 utilize Study Island for practice in core subjects such as Math, English Language Arts, and Science. This platform offers formative assessments and benchmarks that align with state standards, helping students prepare for state exams.
- Classroom Diagnostic Tools (CDT) (Grades 9-12): High school students (9-12) use CDT to receive periodic diagnostic assessments in core subjects like Math, Science, and English Language Arts. CDT results help guide instructional planning and identify areas where students may need additional support or enrichment.
- EasyCBM Fluency Checks (K-2): For early learners in K-2, EasyCBM is used to assess reading fluency during three key windows: Fall, Winter, and Spring. The data collected informs early literacy interventions and tracks student progress throughout the

year. • IXL: While IXL is available across a broad range of grades, it is not utilized in every K-12 classroom. It is primarily used for skill practice and mastery in Math and English Language Arts, providing real-time feedback and personalized practice recommendations based on student performance. For identified student populations, Renaissance’s STAR assessments, along with Freckle and Lalilo, are used for literacy and math skills development. These tools are vital for progress monitoring and ensuring early intervention in key areas like phonemic awareness and numeracy. Data Use: All diagnostic and benchmark data are consolidated in EdInsight, PA Cyber’s MTSS platform. This system allows teachers and administrators to track and analyze student performance, ensuring that all data points are available in one location. Personalized interventions are developed for students needing extra support, while high-performing students are given enrichment opportunities. These assessments are central to PA Cyber’s tiered intervention model of supports, ensuring that targeted support is provided to students in all performance

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===== -Performance-Based Assessments: At PA Cyber, performance-based assessments are used to measure how well students can apply their learning in real-world contexts. These assessments evaluate students' ability to demonstrate knowledge through hands-on, creative, and collaborative tasks that go beyond traditional testing. Examples: • Virtual Lab Science Experiments: In science courses, students complete virtual lab experiments, applying scientific methods and analyzing data to demonstrate their understanding of core concepts. This aligns with Pennsylvania’s STEEL standards for science education, ensuring that students engage in rigorous, standards-based instruction. • Project-Based Learning Activities: Students participate in projects that require research, collaboration, and creative problem-solving. These projects often culminate in presentations, models, or work that is providing teachers with insights into students' critical thinking and synthesis skills. • Writing Tasks: Students are assessed through writing assignments, including research papers, essays, and creative writing tasks. These assignments require students to articulate their understanding of complex topics and demonstrate the ability to organize thoughts, construct arguments, and provide supporting evidence. • Presentations and Multimedia Projects: PA Cyber integrates technology into student assessments through digital presentations and multimedia projects. These assessments allow students to showcase their learning through storytelling, research, and public speaking, applying technology skills in the process. Impact on Achievement: Performance-based assessments offer deeper insights into students’ comprehension and application of knowledge. Teachers use the data from these assessments to adjust instructional practices, provide additional support where needed, and offer enrichment for students excelling in particular areas. These tasks foster skills such as collaboration, problem-solving, and critical thinking, which are essential for student success in both academic and real-world settings.

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===== Summation: Through a dynamic and multi-faceted assessment strategy, PA Cyber effectively measures student progress, identifies areas for targeted support, and provides personalized learning paths to enhance student achievement. By leveraging tools such as EdInsight to track performance data and implementing both formative and summative assessments, PA Cyber ensures that students are continuously supported in their journey to meet learning objectives and improve overall achievement.



## **Describe instructional strategies used to support student learning.**

PA Cyber utilizes a Multi-Tiered System of Supports (MTSS) believing that every student needs equitable access to the resources, instruction, and interventions needed to succeed academically and behaviorally. This proactive approach enables the School to assess and support diverse student needs. While all students face challenges, cyber students experience unique challenges related to virtual learning, thus, it is critical to monitor progress and provide targeted support in real-time. providing current feedback on a student's performance, allowing adjustments to instruction or interventions, and quantifying rates of improvement for decision-making. TIER I-CORE INSTRUCTION PA Cyber's virtual instructional strategies combine a variety of best practices in teaching to achieve student learning and academic success. By incorporating research-based traditional methods adapted for cyber learning, along with interactive media resources, teachers intend to create an engaging instructional environment that aligns with state standards. While direct instruction is a universal Tier I anchor for teachers across academies, the linchpin is the array of techniques integrated into the lesson to elevate instruction. To illustrate, teachers at PA Cyber plan and communicate organized lessons around concise objectives and concepts to gauge understanding before moving into deeper learning. Teachers contextualize direct teaching with real-world examples, as in a math teacher engages in pizza math as students explore diameter and radius. While another teacher uses household objects like a 2-liter bottle to demonstrate density with various liquids (i.e., water, vegetable oil, soap, etc.). Other methods for Tier 1 include simulations, videos, and interactive quizzes to respond to different learning styles. Teacher examples include virtual field trips (International Space Station, Rainforests, and Colonial America). Collaborative learning is also a mainstay via breakout rooms and document editing for writing projects etc. Finally, in Tier I of the MTSS framework, differentiation ensures all students receive standards-aligned instruction tailored to their needs to engage diverse learners effectively. Frequent formative assessments, such as quizzes and polls, provide real-time data, enabling teachers to modify instruction spontaneously. Digital tools like automated quizzes and progress dashboards support this feedback loop along with universal supports, such as graphic organizers and scaffolding, integrated to help all students access the curriculum successfully. Also, PA Cyber integrates in academics social-emotional learning (SEL) interactive lessons with QUAVER, that teach self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. These lessons are carefully designed to fit within the cyber school environment, ensuring students can engage in meaningful activities that foster emotional well-being, regardless of location. This structured SEL program not only builds a supportive online learning community but also strengthens the bonds between students and teachers through collaborative virtual experiences. Additionally, PA Cyber supports the Growth-Mindset (GRIT to GROWTH) initiative emphasizing perseverance, effort, and resilience. This approach encourages students to view challenges as opportunities for growth rather than obstacles. The school creates opportunities for students to engage in reflective practices, set achievable goals, and celebrate incremental progress, reinforcing the idea that their abilities can develop through dedication and hard work. This philosophy is woven throughout the learning experience, enabling students to build confidence and a proactive mindset. TIER II-TARGETED GROUP INTERVENTIONS Tier II: Targeted Group Interventions For students

who experience challenges with core instruction, Tier II interventions provide an additional layer of targeted support. These interventions are designed to bridge learning gaps and meet students' unique academic and behavioral needs while keeping them aligned with the core curriculum. PA Cyber's approach to Tier II emphasizes personalization and flexibility, ensuring that each student receives the right support at the right time. **Small Group Interventions:** Using smaller group sessions, teachers provide targeted instruction based on specific areas of need identified through formative assessments. These focused sessions allow for a higher degree of interaction, adapting to individual learning gaps, assisted by using tools like breakout rooms, office hours, and platforms such as Classkick and Nearpod. The goal is to create a more intimate learning environment where students feel comfortable engaging, asking questions, and receiving direct feedback from their teacher. This close interaction promotes a deeper understanding of concepts and helps students overcome obstacles before they become more significant learning barriers. **Personalized Learning Paths:** Adaptive learning platforms such as Exact Path, IXL, and Renaissance Star are utilized to create individualized learning paths that respond to the unique needs of each student. These tools dynamically adjust the difficulty of content based on student performance, allowing for a truly personalized educational experience. By meeting students where they are, teachers can provide just-in-time interventions that accelerate learning in areas of need while continuing to challenge them in their areas of strength. This approach empowers students to take ownership of their learning, building both competence and confidence as they progress. **Supplemental Instruction:** To further support students, PA Cyber offers additional synchronous and asynchronous tutoring opportunities designed to reinforce key concepts outside regular instructional time. These supplemental sessions like At-Home Tutoring, Title I, Sights & Sounds, extend learning opportunities in creative and interactive ways. This layer of support ensures that students who require extra practice or clarification can receive it on their terms, whether through scheduled tutoring or digital resources. These supplemental strategies help solidify foundational knowledge and offer a safe space for practice and repetition, ensuring students remain connected to the content. **Progress Monitoring:** At the heart of Tier II is continuous progress monitoring. Teachers, students, and parents benefit from real-time insights into student performance through platforms like EdInsight, Buzz, Genius/My School dashboards, and FileMaker Pro. This data-driven approach allows educators to track growth, identify trends, and adjust instructional strategies to meet students' evolving needs. Regular feedback loops keep students on track and engaged, adjusting interventions. Additionally, Academic Advisors, teachers, and Academic Intervention Specialists provide personalized outreach, further enhancing student support and communication between the school and families. **Tier III-Intensive, Individualized Interventions** For students who face significant academic or behavioral challenges, Tier III offers highly individualized and intensive interventions. These students require specialized support beyond the classroom to address their specific needs and help them succeed. PA Cyber's approach to Tier III is rooted in personalization and collaboration, ensuring that students receive an adapted support plan designed to address their unique challenges. Examples include student success plans for retained or promoted per policy students. **One-on-One Instruction:** At this level, teachers, or Academic Intervention Specialists work with students in live, individualized sessions. These one-on-one interactions allow for customized instruction that directly targets a student's specific needs. Whether through Title I coaching, WIN Block sessions for special needs students, or dedicated teacher office hours, this support cultivates a focused

environment where students receive immediate feedback, personalized guidance, and targeted instruction. The goal is to help students build foundational skills and overcome learning barriers that may impede their academic success. Custom Learning Plans: For students in Tier III, PA Cyber develops customized success plans. These plans may include adjustments through programs like Exact Path, with Academic Intervention Specialists and teachers working with students and families to ensure each intervention is personalized. The plans are flexible, targeting both short-term objectives for immediate progress and long-term strategies for continuous growth. Collaboration and Family Engagement: A key aspect of Tier III interventions at PA Cyber is the strong partnership between educators, specialists, and families. Understanding that intensive support demands a team effort, the school maintains open communication among all stakeholders. Parents, students, teachers, and specialists regularly collaborate to assess progress and modify interventions as needed. This cooperative approach ensures students receive the necessary support while encouraging a shared responsibility for their academic and behavioral development. In Tier III, every effort is made to provide customized, intensive interventions to ensure that no student is left behind. These supports are designed not only to address immediate learning challenges but also to build the skills, confidence, and resilience students need to thrive.

**Upload school calendars for both the current school year and the upcoming school year.**

2023.2024 School Calendar PA CYBER.pdf

2024.25 School Calendar PA Cyber.pdf

## Staff Evaluation and Professional Development

### **Describe the professional development in place to support teachers in providing a standards-based education for all students.**

PA Cyber is committed to ensuring that all students receive a high-quality, standards-based education, and this commitment is reflected in our comprehensive professional development (PD) program for teachers.

**Two-Year Induction Program:** New teachers at PA Cyber participate in a robust two-year induction program designed to immerse them in the principles of standards-based instruction and effective instructional strategies. This program is essential for equipping teachers with the knowledge and skills needed to align their teaching with state standards and to meet the diverse needs of our students. The induction program includes intensive training on the Pennsylvania Core Standards and the Pennsylvania Framework for Teaching, ensuring that teachers are well-versed in the expectations for student learning and effective teaching practices.

**Mentoring Component:** A key feature of the induction program is its strong mentoring component. Veteran teachers, who have demonstrated excellence in standards-based instruction, are paired with new teachers to provide guidance, support, and feedback throughout the first two years of their tenure at PA Cyber. This mentorship is critical in helping new teachers navigate the complexities of online education, develop effective classroom management strategies, and refine their instructional practices to better support student achievement.

**Ongoing Professional Development:** In addition to the induction program, PA Cyber provides ongoing professional development opportunities for all teachers, regardless of service years. Each academy within PA Cyber regularly holds faculty meetings dedicated to professional development. These meetings focus on key areas such as curriculum development, data-driven instruction, instructional strategies, and the effective use of educational tools. For example, faculty meetings may include workshops on integrating new technologies into the classroom, analyzing student performance data to inform instruction, and aligning lessons with the Pennsylvania Core Standards. Also, developing confidence and proficiency among teachers and staff who work with EL students is an expanding priority. Professional learning materials and opportunities are presented to all PA Cyber staff in various ways including:

- Professional learning materials housed in an ELD Resource Center on PA Cyber's Sharepoint site, including instructional and assessment resources for content teachers, the ELDS, WIDA resources, professional learning opportunities, state and federal guidance for EL students, translation and interpreting service information and guidelines, and archived EL-specific department training.
- Academy and department-specific training provided by the ELD Program Supervisor throughout the school year
- ELD and English learner student training for newly hired classroom teachers through their induction program
- Emailed training, infographics, videos, and guidance about inclusive communication practices, culturally responsive teaching, and procedures for securing interpreters and document translation are sent each school year and upon request
- ELD staff-led student educational team meetings and trainings throughout the school year to provide modeling, resources, and language support recommendations to content teachers
- Opportunities for ELD teachers to observe content teacher classrooms or content teachers to observe ELD teacher classrooms and debrief on best practices, strategies, and suggestions to try in upcoming class sessions with EL students

Integration of the Danielson Framework and PA-ETEP: Professional development at PA Cyber is also aligned with the Danielson Framework for Teaching, a key

component of Pennsylvania's Educator Effectiveness System. The Danielson Framework emphasizes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. PA Cyber uses the PA-ETEP platform to facilitate the evaluation process, gather evidence, and provide feedback to teachers. This system not only supports the formal evaluation of teachers but also serves as a tool for ongoing professional growth, allowing teachers to continuously improve their instructional practices in alignment with state standards. Data-Driven Instruction: PA Cyber emphasizes the use of data to drive instructional decisions. Teachers are trained to analyze student performance data, such as results from the Classroom Diagnostic Tools (CDT), PSSAs, and Keystone Exams, to identify areas where students may be struggling and to adjust their instructional strategies accordingly. This focus on data-driven instruction ensures that teaching is responsive to student needs and that all students are given the support they need to succeed. Collaborative Learning and Best Practices Sharing: The professional development program at PA Cyber also fosters a culture of collaboration among teachers. Regular professional learning communities (PLCs) and collaborative planning sessions provide opportunities for teachers to share best practices, discuss challenges, and develop new strategies for effective instruction. This collaborative approach ensures that teachers are not working in isolation but are continually learning from one another and refining their practices to better meet the needs of their students.

### **Upload a copy of professional development calendar**

Professional\_Development\_Calendar PA CYBER.docx

Copy of Professional Development Calendar\_Academic Intervention Product Department AY23-24.xlsx

### **What protocol is used to evaluate teachers and administrators?**

PA Cyber employs the Pennsylvania Educator Effectiveness System to evaluate teachers, utilizing the Pennsylvania Framework for Teaching. This system, established under Act 13 of 2020, focuses on multiple aspects of teaching practice, including planning and preparation, classroom environment, instruction, and professional responsibilities. Administrators are evaluated annually using a locally developed Performance Management Evaluation (PME) instrument, which assesses their effectiveness in six (6) domains including: professionalism and integrity, job knowledge and job performance, quality of work, innovation and initiative, communication, and teamwork respectively. This dual approach ensures that both teaching and administrative staff are held to high standards of professional performance. Also, assessment of teachers by students is integrated via the SATE (Student Assessment Teacher Effectiveness) survey tool. This metric enables students to provide feedback quantitatively and qualitatively. Quantitative (Part One)-Students respond to statements (see below) about the teaching/learning environment: using a 5-point Likert Scale ( 1 = Strongly Disagree 2= Disagree 3=No Opinion 4= Agree 5= Strongly Agree) 1. My teachers care for my well-being. 2. My teachers want me to succeed . 3. My teachers support me when I need help. 4. My teachers respond to me in a timely manner when I need assistance. 5. My teachers make the classroom safe for learning. 6. My teachers encourage

student participation regularly. 7. My teachers try new teaching strategies to engage students in the learning process. 8. My teachers use the webcam to deliver lessons frequently. 9. My teachers encourage use of the microphone for responding during class. 10. My teachers encourage students to use webcams often. 11. My teachers use a variety of methods to check if students understand the lesson. 12. My teachers know when to explain things differently if students do not understand. 13. My teachers monitor student progress throughout class time. Qualitative -Comments 14. What specific activities/strategies assisted you the most in your learning this year? 15. If you could change one thing in school, what would it be and why? 16. What motivates you to learn? Explain. 17. How did your teacher support you in your learning? Please provide an example. 18. Identify at least three characteristics you believe make an effective teacher. This tool adds an inclusive and balanced assessment from the student perspective informing best practices to commend and improve the teaching and learning environment which, in turn, is evidenced and supported by research data.

**Describe the process of observation and evaluation for professional staff and administrators (i.e. frequency, methods, rubrics, etc.)**

At PA Cyber, the evaluation of professional staff and administrators is structured around rigorous state and locally developed protocols to ensure high standards of teaching and leadership. For Professional Staff:

- Evaluation Model: Professional staff are evaluated using the Pennsylvania Framework for Teaching in alignment with the Pennsylvania Educator Effectiveness guidelines, as outlined in Act 13 of 2020. This model assesses key domains such as Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- Frequency and Methods: Teachers at PA Cyber undergo annual evaluations and are issued a 13-1 form, which is part of the official Pennsylvania Educator Effectiveness system. The school employs a differentiated supervision model, alternating between waves of formal evaluation and differentiated supervision. Newly hired professional staff undergo formal evaluations during their first three years, including at least six formal observations. Although teachers may receive multiple observations throughout the year, they receive one comprehensive annual evaluation.
- Observation Tools: PA Cyber utilizes PA-ETEP, an electronic platform, to compile evidence and facilitate communication between certified evaluators and professional staff. This system ensures that evaluations are thorough and well-documented. In addition to formal evaluations, teachers receive several classroom walkthroughs per year. These walkthroughs are designed to foster dialogue and enhance instructional practices rather than serve as part of the formal evaluation process.

For Administrators:

- Evaluation Model: Administrators at PA Cyber are evaluated annually using a locally created Performance Management Evaluation (PME) instrument. This tool assesses administrators on several critical domains such as Professionalism/Integrity, Job Knowledge/Performance, Quality of Work, Innovation/Initiative, Communication, and Service/Teamwork. Each domain is defined with specific indicators that align with PA Cyber's strategic goals.
- Frequency and Methods: The PME process involves both self-assessment and supervisor evaluation, providing a comprehensive review of an administrator's performance. Evaluations are conducted annually, with ongoing feedback and goal-setting sessions throughout the year to ensure continuous professional growth and alignment with organizational objectives.
- Observation and Feedback: Similar to the process for professional staff,

administrators also engage in periodic reviews and discussions about their performance. These reviews are designed to identify areas for improvement, celebrate successes, and align their work more closely with PA Cyber's mission and vision. \*This structured approach ensures that both professional staff and administrators at PA Cyber are consistently meeting high standards of performance and contributing positively to the school's overall success.

**Describe the process of observation and evaluation for nonprofessional staff (i.e. frequency, methods, rubrics, etc.)**

At PA Cyber, observing and evaluating nonprofessional staff are key to ensuring all employees contribute effectively to the school's mission. This process provides continuous feedback, promotes professional growth, and upholds high performance standards. \*Evaluation Framework and Rubrics: Performance Management Evaluation (PME): At PA Cyber, nonprofessional staff are assessed using a locally developed PME tool, designed to evaluate key competencies aligned with the school's goals. The PME rubric covers domains like Professionalism, Job Knowledge, Quality of Work, Innovation, Communication, and Teamwork, with specific indicators for evaluating contributions and identifying improvement areas. \*Frequency of Evaluation: Annual Evaluation: Nonprofessional staff undergo an annual evaluation using the PME tool, reviewing performance, achievements, and areas for growth. The process includes self-assessment and supervisor assessment for a comprehensive review. \*Ongoing Feedback: Beyond the annual review, staff receive continuous feedback from supervisors throughout the year, allowing for timely adjustments and support. Some departments also conduct interim reviews to ensure staff stay on track with their goals. \*Methods of Observation and Assessment: Direct Observation:--Supervisors regularly observe nonprofessional staff in their work environments to assess adherence to job expectations, efficiency, and interactions, ensuring effective performance. Work Product Review--Supervisors evaluate the quality of work produced, such as reports and communications, to assess accuracy, attention to detail, and contributions to goals. Self-Assessment--Nonprofessional staff engage in self-assessment, reflecting on strengths and areas for improvement, promoting personal accountability and growth. \*Professional Development and Growth Goals/Plans: Growth Plans--Following PME evaluations, nonprofessional staff collaborate with supervisors to set specific professional growth goals, identify needed training or resources, and establish timelines for achievement, ensuring a clear development path. Targeted Training--PA Cyber offers training tailored to the needs identified through the PME process, focusing on essential skills like technical proficiency and customer service relevant to the staff member's role. \*Continuous Improvement and Alignment with School Goals: Alignment with Strategic Objectives--The PME process for nonprofessional staff is closely aligned with PA Cyber's strategic goals. By ensuring that all staff members, including those in nonprofessional roles, are evaluated based on criteria that reflect the school's mission, PA Cyber fosters a cohesive and focused work environment where all employee's contributions are recognized and valued. Feedback and Revision of the PME Process--The PME process itself is subject to review and improvement. Feedback is used to refine the evaluation criteria and methods, ensuring that the process remains relevant, fair, and effective in promoting high standards of performance.

**Discuss the specific activities and trainings employed to support professional staff in a cyber environment.**

PA Cyber is committed to comprehensive professional development tailored for the cyber learning environment. The school consistently equips educators with the tools and strategies needed for high-quality, standards-based online education. This commitment has deepened over the years, with ongoing innovation in training programs and a focus on integrating technology into teaching practices. To support staff in meeting the unique challenges of cyber education, PA Cyber employs a multifaceted approach, including essential activities and trainings:

- \*Targeted Academy Training: Each PA Cyber academy receives specialized professional development tailored to its faculty's specific needs. Training focuses on curriculum development, data analysis, instructional strategies, and digital tool use, conducted regularly during faculty meetings, curriculum/data meetings, and Professional Learning Communities (PLCs).
- \*School-Wide Initiatives: PA Cyber's school-wide professional development includes highly acclaimed programs like the THOUGHTFUL CLASSROOM. This initiative enables and reinforces research-based instructional practices infused with award winning books and online resource along with ongoing Academy-level trainings, focusing on relevant classroom instruction modules throughout the year.
- \*In-House Expertise and Departmental Trainings: Internal Departments-PA Cyber's departments, such as Special Education, Curriculum, Attendance, English Language Development, Student Assistance, Academic Advising, and Interventions, play a key role in professional development. They design and deliver specialized training to support teachers in differentiated instruction, student engagement, and compliance with state and federal standards. EdInsight Portal Training-A key aspect of professional development at PA Cyber is training staff on the EdInsight portal, a crucial tool for accessing and analyzing student data. This training helps teachers make informed decisions about instructional strategies and interventions. Academy-specific sessions also cover in-house portals designed to track and monitor student progress effectively.
- \*Growth Mindset and MTSS Implementation: Growth Mindset-As part of PA Cyber's School Improvement Plan, professional staff were trained on Growth Mindset strategies at the start of the 2023-2024 school year. This training aimed to empower teachers to support students' academic and personal growth and to establish the foundation for the Multi-Tiered System of Supports (MTSS). Academy-level trainings throughout the year reinforced these concepts, with success measured through student surveys. MTSS Focus-Ongoing training supports the implementation of MTSS at PA Cyber, emphasizing the identification of student needs and the delivery of tiered interventions. This approach ensures that all students receive the appropriate support for academic success.
- \*Annual and Recurring Training: Mandated Training-PA Cyber ensures all professional staff complete essential annual training, including Safety, Mandated Reporter, and PSSA/Keystone proctor training, to maintain compliance with state regulations and ensure a safe learning environment. Structured Literacy Course-Elementary and Special Education staff are required to complete the Structured Literacy Course, mandated by the Pennsylvania Department of Education (PDE), to support literacy development in students with diverse learning needs. STEEL Standards Implementation-Professional staff receive annual training on the STEEL (Standards for Teaching Excellence and Effective Learning) standards. These sessions focus on integrating STEEL into daily instructional practices, aligning teaching methods with



best practices and state requirements to enhance curriculum delivery, assessment, and student engagement. \*External Webinars and Trainings:--PA Cyber collaborates with educational technology providers like Nearpod, IXL, ExactPath, Study Island, EdInsight, Flocabulary, Mystery Science, Gizmos, and Science4Us to offer specialized training for professional staff. These sessions ensure teachers are proficient in using these tools to enhance student engagement and learning outcomes.

**Does the cyber charter school have any collective bargaining agreements with professional employees?**

Yes

**Upload collective bargaining agreements with professional employees.**

Special Education Contract July 2022-June 2027 SIGNED (004).docx

Fully Executed PA Cyber School EA 2018-2023 CBA.pdf

**Does the cyber charter school have any collective bargaining agreements with nonprofessional employees?**

No

**What retirement system does the cyber charter school provide for employees? (Select all that apply):**

PSERS (CHECKED)

403B (CHECKED)

**Professional Staff Retention and Turnover**

|                                                                                               | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Total number of professional staff</b>                                                     | 528       | 523       | 539       | 549       | 548       |
| <b>Number of professional staff employed in September returning from end of previous year</b> | 500       | 509       | 514       | 522       | 526       |

|                                                                                                     |     |     |     |     |     |
|-----------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| <b>Number of professional staff employed in June who completed a full school year of employment</b> | 500 | 506 | 511 | 511 | 519 |
|-----------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|

### Non-Professional Staff Retention and Turnover

|                                                                                                     | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Total number of non-professional staf</b>                                                        | 259       | 264       | 262       | 274       | 263       |
| <b>Number of professional staff employed in September returning from end of previous year</b>       | 243       | 248       | 257       | 241       | 247       |
| <b>Number of professional staff employed in June who completed a full school year of employment</b> | 226       | 238       | 251       | 237       | 240       |

#### (1) effectiveness

Out of 405 instructional staff members at PA Cyber, 404 (99.8%) were rated as 'effective' under the ESSA Effectiveness Rating System. Of these, 92% received a 'satisfactory' rating, meeting expected performance standards, while 8% were rated 'distinguished,' demonstrating exceptional effectiveness and exceeding expectations.

#### (2) experience level

At PA Cyber, only 2% of the instructional staff have less than 3 years of experience. The average years of experience for all instructional staff is 15 years, with teachers specifically averaging 12 years of experience at PA Cyber.

### **(3) mapping of credentials to teaching assignments for the most recently completed school year**

Credential mapping of teaching assignments for the past school year demonstrates strong alignment with state requirements. While in Pennsylvania cyber charter schools are permitted to employ 25% uncertified teachers, PA Cyber recognizes and commits to seeking certified teachers, employing ninety-nine (99%) certified teachers (only one Italian/German language teacher non-certified) as evidence. Thus, the process is purposeful from applications to interviews and candidate selection, beginning with a qualification resume/vitae analysis including certification verification via the Teacher Information Management System (TIMS) including specific requirement checks, such as degrees and/or specialized credentials (special education, ESL, AP). Ensuring candidates complete an accredited teacher preparation program and pass subject-specific exams is also a top priority. Thus, for each school year, teaching assignments are created as certifications are verified via TIMS, cross-referencing procedural practices. An additional aspect of this process is union bidding for teaching assignments, where credential mapping is integrated before approvals are finalized. While many schedules may be consistent year after year, certification checks are conducted regularly to maintain compliance. To illustrate, at the K-5 level, PA Cyber implemented a new 1st Grade Virtual Classroom for the 2023-24 school year. As part of this program's development, credential mapping played a critical role in identifying the strongest candidates for the teaching positions. The process not only ensured instructional excellence in the new virtual classroom but also maintained instructional capacity in the grade levels where teachers were reassigned. Key factors in the credential mapping process included: \*An example in the K-5 Academy: ---Certification Alignment: Teachers with the appropriate elementary certifications were selected to meet the instructional needs of the virtual 1st-grade classroom. ---Training and Expertise: Priority was given to candidates with specialized early literacy training, including LETRS, and professional development in early childhood education to support foundational literacy instruction. --- Proven Experience: Teachers with a record of positive student outcomes and successful classroom experience were chosen for their ability to adapt to the virtual environment and deliver high-quality instruction. ---Curriculum Enhancement: Selected teachers demonstrated expertise in enhancing and adapting the curriculum to meet the unique needs of virtual learners. ---Backfill Strategy: Certification checks ensured that vacated positions were filled by certified, qualified candidates to maintain instructional continuity across all grade levels (credential mapping processes ensured that every vacancy was filled with certified and qualified candidates, maintaining instructional continuity across all grade levels). \*An example in the 6-8 Academy illustrates the mapping process changed a teacher assignment based on credential review. In the 6-8 academy, a teacher with a 6-9 math certification was initially considered for a ninth-grade Algebra assignment. However, after reviewing the class roster, it was determined that the high school course could include 10th, 11th, and 12th-grade students. Since her certification only covers grades 7-9, she was reassigned from the high school to the middle school to avoid placing her in a situation where older students might be enrolled in her class, for which she is not certified to teach. \*An example in the 9-12 academy PA Cyber identified an increased need of offering ASL courses through student enrollment calculations and a review of associated data. Through the review, we found that some courses being instructed by one teacher in particular who was dual certified

in American Sign Language (ASL) PK-12, Biology 7-12, Chemistry 7-12, and Hearing Impaired PK-12 could be utilized full time as an ASL teacher through a realignment of instructed courses. Science courses were absorbed by other teachers and the certified ASL teacher was able to instruct a full course load of ASL in lieu of a split schedule of ASL and other science courses. Yearly, a review of associated enrollment data, course offerings, enrollment trends, along with teacher schedules are examined in order to offer courses that students are in need of and wish to take. In summary, PA Cyber is proud to employ 376 teachers who hold multiple certifications, providing greater flexibility in teaching assignments. Each year, a comprehensive review of enrollment data, course offerings, enrollment trends, and teacher schedules is conducted to ensure that courses align with student needs and interests. The credentialing process confirms that qualified educators are consistently assigned to the appropriate content areas and grade levels.

**Upload evidence that staff members have the training and resources they need to perform effectively.**

Buzz\_Teacher\_Guide\_v3\_0.pdf

Induction Handbook 2024\_2025 FINAL.pdf

Professional Development Calendar\_Academic Intervention Product Department AY23-24.pdf

Professional\_Development\_Calendar PA CYBER.pdf

**Upload records of entering/uploading Act 48 credits**

Charter Renewal COMPLY.docx

**Upload records of inductees' mentoring experiences**

CAO COMMENTS DAMORE 2021 2022 (002).pdf

CAO COMMENTS E Straders 2021 2022.pdf

CAO COMMENTS KJ Loughran 2022 2023.pdf

CAO COMMENTS NSNYDER 2022 2023.pdf

CAO COMMENTS KCARNEY 2023 2024.pdf

CAO COMMENTS ABRITTNER 2023 2024.pdf

End of Year Examples 21-22.pdf

End of Year Examples 2022-2023.pdf

End of Year examples 2023-24 (002).pdf

**Upload a list of current mentors**

Mentor List.pdf 23\_25.pdf

## Financial Solvency

### Finance, Facilities, and Budget

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

As required by school code, PA Cyber prepares and presents the preliminary annual budget for adoption to the Board of Trustees annually at a public meeting during the month of May. After public advertisement, and the appropriate elapsed time frame from presentation of the preliminary annual budget, PA Cyber prepares and presents the final annual budget for adoption to the Board of Trustees at a public meeting in the month of June. PA Cyber prepares the budget and submits the budget within the fifteen days of adoption to the Pennsylvania Department of Education. Throughout each fiscal year, a financial package is submitted and presented to the Board of Trustees for approval during various regularly scheduled public board meetings. The financial package includes interim financial statements, accounts receivable schedules, check registers and cash flow summary. These reports indicate the current status of the school's financial position while also reflecting revenues and expenditures compared to the annual budget. Finally, the Board of Trustees Finance & Audit Committee meets periodically at internals during the fiscal year to specifically monitor the school's financial condition, accounting services and reporting. These meetings include discussions with the school's independent financial auditing CPA firm to discuss compliance with laws, regulations, and internal controls in terms of adequacy and adherence to the school's accounting policies and procedures.

**Please describe the review process and be sure to include the following:**  

- Person(s) responsible for review of contracts, invoices, and receivables
- Person(s) who has signature authority

PA Cyber's Board of Trustees reviews and approves contracts at public meetings entered into by the school, unless delegated by express authority of the Board of Trustees. The administrator responsible for the contract and the school's solicitor review contracts prior to submission to the Board of Trustees for signatures once board approved. Additionally, as necessary, the CEO, CFO, CAO, DCAO, COO, and DCOO review contracts prior to submission to the Board of Trustees. Accounts receivable are compiled and reported during various public board meetings to the Board of Trustees. The responsible PA Cyber staff members who currently review receivables are Christopher Winland, Senior Accounts Receivable Billing Coordinator and Kellie Doughty, Accountant. The responsible staff members who review invoices for each of the specific departmental needs: Academic Intervention Product Coordinator, Assistant Director of Academic Advisors, Special Education Assistant, Director of Curriculum, Assistant Director of Special Education, Assistant Principals, Associate Director of Enrollment Services, Call Center Manager, Chief Academic Officer (CAO), Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Operation Officer (COO), Child Accounting Manager, Deputy Chief Academic Officer (DCAO), Deputy Chief Operations Officer (DCOO), Director of Academic Advisors, Director of Attendance, Director of Business Services, Director of Data and Assessment, Director of Elementary Curriculum, Director of Enrollment Services, Director of Gifted & Talented, Director of Guidance & SAP, Director of Human

Resources, Director of Marketing and Communications, Director of Secondary Curriculum, Director of Special Education, Director of Special Projects, ELD Program Coordinator, Endpoint Systems Administrator, Federal Programs Coordinator, IT Asset and Procurement Manager, IT Service Desk Manager, Keystone Assessment Coordinator, Principal 11-12, Principal 6-8, Principal 9-10, Principal K-5, PSSA Assessment Coordinator, Regional Office Representatives, SAP Supervisor, School Nurse Supervisor, Senior Technology Director, SIS Administrator, Special Education Assessment Coordinator, Student Events Supervisor, Student Records Supervisor, Supervisor of Health & Wellness, Supervisor of Regional Offices, Supervisor of STEM, Education Systems Engineer, Technology Repair Supervisor, and Unified Communications Manager. The Chief Financial Officer reviews and signs all purchase requisitions. The President of the Board of Trustees, Stephen Robinson, the school's CEO, Brian Hayden, the school's CFO, Matthew Schulte and the school's COO, Nicole Granito have authority to sign checks.

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

PA Cyber has sufficient financial controls and procedures in place to manage its financial resources and remit payments for the school's obligations in a fiscally responsible manner. The school has developed a Manual of Accounting and Financial Reporting, which provides guidance to its employees in meeting the accounting and financial reporting requirements of the school. The purpose of the manual is to document principles, procedures, and policies governing the school's accounting practices on a daily basis, as well as monthly and year-end. The principles, procedures, and policies provide a foundation for a system of internal controls, guidance in current financial activities and reporting of such, and criteria for decisions on appropriate accounting treatment. Moreover, the school has documented financial controls and procedures that are updated each fiscal year and reviewed and verified with Business Office staff members with our independent auditor. These include: \* Revenue, Accounts Receivable, Cash Receipts and Deposits \* Expenditure, Accounts Payable, and Cash Disbursements \* Payroll \* Month-end and year-end closings and reconciliations \* Federal Programs The school's Finance Department provides information to aid PA Cyber's management team allocate and utilize resources effectively, and as efficiently as possible. It does so by: \* Determining policies and creating useful financial reports \* Directing, coordinating, and controlling financial operations

**Upload copies of annual audits for each year of the current charter renewal period**

June 30, 2021 Annual Comprehensive Financial Report.pdf

June 30, 2022 Annual Comprehensive Financial Report.pdf

June 30, 2023 Annual Comprehensive Financial Report.pdf

**Upload a copy of the most recent financial statement**

**Upload a copy of the adopted budget for the current year**

Final Budget 23-24 School Year.pdf

**Upload a copy of the preliminary budget for the following year**

Final Budget 24-25 School Year.pdf

**Upload copies of all current insurance policies**

24-25 Auto.pdf

24-25 Crime.pdf

24-25 Cyber.pdf

24-25 Excess Liability.pdf

24-25 FL WC.pdf

24-25 Package.pdf

24-25 Pollution.pdf

24-25 School Leaders.pdf

24-25 Travel Accident.pdf

24-25 Workers Comp (All States other than FL).pdf

policy change endorsements.pdf

OH Workers' Compensation Policy Data.pdf

**Upload copies of management contract(s)**

Response to Management Contracts.pdf



## Upload benefits package

PA Cyber - 2024 Employee Benefits Guide.pdf

### Fund Balance Reserves

| Name         | Dedicated Amount | Unrestricted Amount | Balance Check Date |
|--------------|------------------|---------------------|--------------------|
| Nonspendable | 1,020,298        | 1,020,298           | 6/30/2023          |
| Committed    | 85,137,083       | 85,137,083          | 6/30/23            |
| Assigned     | 31,491,903       | 31,491,903          | 6/30/23            |
| Unassigned   | 100,898,386      | 100,898,386         | 6/30/23            |

### Does the school have findings from the Auditor General report that have been resolved?

Yes

### Discuss how the findings from the Auditor General report were resolved.

Several of the items included in PA Cyber's 2016 audit as findings dated back to the audit period 2011-2016 and had been resolved at the time of the audit in 2016. Several of the findings represented in the audit were not violations of law or regulations, but were observations, opinions, best practice recommendations. In 2012, PA Cyber underwent significant structural changes at both the Board and administrative levels. During this time, PA Cyber carried out an extensive review of school policies and procedures and have instituted a variety of reforms and improvements aimed at promoting and sustaining good governance. The school corrected areas identified in the audit and has also assessed and modified policies and procedures if required and in accordance with laws or regulations following our evaluation and review. The school performs an independent audit year with significant involvement of our board finance committee to ensure accountability and good governance of school operations. The school has made the changes post 2012:

- Implemented rigorous RFP process for core managed services to obtain multiple quotations and receive the best price for the best service
- Brought core business functions in-house rather than contracting services in the areas of finance, human resources, and technology
- Updated Conflict of Interest Policy and implemented a form for Board abstentions
- Updated PA Cyber Bylaws following legal review
- Review of policies related to purchasing, contracting, financial reporting to the Board, and conflicts of interest
- Implemented disclosure of related party relationships when contracting
- Implemented regular board report outlining monthly services

of one of our primary managed service providers • Implemented a business process that designated executive team members responsible for contract management and oversight for all contracted services • Legal review and implemented standard best practice contract terms and conditions • Implemented dedicated staff to oversee student attendance policy, enforcement, and creation of Truancy Elimination Plans • Terminated use of managed contract services related to Human Resources and personnel records • All PA Cyber personnel records are maintained in a secure and highly restricted records filing system accessible by authorized personnel and personnel records are prohibited from removal off school premises in accordance with the school's policy

### **Upload copies of leases, deeds, or real estate agreements**

Allentown Lease Agreement and All Amendments.pdf

617- 111 Madison Sq 2023-05 Rochester Storage Lease Agreement.pdf

601-PRDB Springfield 2022-07 thru 2032-07 Springfield Fully Executed Lease\_.pdf

602- TCC 2022-08 thru 2032-12 Harrisburg Fully Executed Lease -Triple Crown DK TecPort LP.pdf

604- Southbound 722 Original lease 2016-12 thru 2023-11 and 2848 Main LLC 2023-12-01 thru 2026-11-30.pdf

607-Hartman Holdings 2021-08 thru 2031-07 Greensburg Towne Sq Dr\_.pdf

609- Moxie 7 2019-12 thru 2029-11 Erie Fully Executed Lease.pdf

611- Keystone RE 2015-08 thru 2028-10 State College Lease Agreement.pdf

612- 2600SOUTH 2015-08 thru 2025-06 Southside Lease Agreement.pdf

615- Pinewood RE - WARRENDALE original lease agreement 2018-06 thru 2028-09\_001.pdf

616- CITY CENTRE- WB lease and parking agreement 2018-11 thru 2028-10\_001.pdf

613- LLS amend 2 2022-07 thru 2025-06 amend 1 2019-07 thru 2022-06 and original 2017-07 thru 2019-06 Warehouse Lease Agreement.pdf

Deeds\_da786a94.pdf

### **Upload lease agreements and invoices/statements for equipment and services**

2023 PitneyBowes Springfield and Harrisburg leased copier contract.pdf

23-24 Pitney Bowes Philly and Hburg meter lease invoices.pdf

Canon invoices file 1.pdf

Canon invoices file 2.pdf

Canon lease agreements.pdf

**Explain how the cyber charter school commits resources to ensure it achieves its mission.**

PA Cyber commits resources to ensure it achieves its mission of empowering all students and families to become active participants in their own learning and equip them with skills for the future. This is achieved through engaging content, delivered by innovative teaching in a culture of caring. PA Cyber allocates resources to hire qualified teachers and support staff. These professionals play a crucial role in delivering the school's curriculum, providing guidance to students and facilitating the learning process. Resources are allocated for procurement of textbooks, curriculum materials, digital resources, and technology tools necessary to deliver instruction., Resources are allocated for technology equipment for students which includes, laptops, printers, and etc. The school makes investments in technology infrastructure as well. This includes investments in servers, learning management systems, software, and internet connectivity to ensure students and teachers can access online classes. PA Cyber commits resources to provide academic support and counseling services for students. This includes hiring guidance counselors, special education staff, special education outside service providers, and providing resources for tutoring and mentoring for students. The school commits resources in ongoing professional development for teaching and support staff. This ensures teachers and support staff stay updated and meet all required training mandates.

**Describe the intersection between the school's purchasing philosophy and educational goals.**

The intersection between PA Cyber's purchasing philosophy aligns closely with its educational goals, tantamount to ensuring students' academic, social, and emotional success. The school prioritizes investments in essential resources, such as computers, curriculum, textbooks, and teachers, alongside prudent long-term financial planning to enhance curriculum, assessment, and instruction. This includes investing in assessment tools to improve learning outcomes and funding social and emotional learning events that foster student engagement. By providing each student with technology and access to necessary software, PA Cyber ensures equitable education for all, regardless of location. PA Cyber prioritizes the purchase of up-to-date digital curriculum platforms such as Nearpod, a digital learning platform assisting teachers in creating interactive lessons to engage students. Another PS Cyber tool, Explore Learning/Gizmos, is a digital platform providing interactive science simulations for grades 3-12. For PA Cyber students—grades K-5, Classkick, is a digital platform that allows teachers to create

assignments and lessons for students to work on at their own pace. And, for ELD students, Rosetta Stone is a digital platform utilizing computer-assisted language learning (CALL) to assist with language acquisition. PA Cyber’s integration of up-to-date digital platforms as evidenced by the previous examples, provides students with relevant content aligned with current standards including Pennsylvania’s STEEL standards along with increased engagement and personalization. To support data-driven instruction, the school invests in comprehensive assessment tools including Edmentum’s Exact Path, a personalized learning platform that tailors content based on diagnostic assessment data. Another example, IXL is used as an additional adaptive learning tool that provides students with personalized learning recommendations based on their performance in specific skill areas. PA Cyber also invests in tutoring services (At-Home-Tutoring Services-ATHS) enabling students flexible scheduling options with certified tutors. These tools enable more personalized learning and intervention strategies, ultimately improving student outcomes. Recognizing the importance of student well-being, PA Cyber allocates financial resources to social and emotional learning (SEL) initiatives. PA Cyber integrates QUAVER social-emotional learning (SEL) lessons into academics, focusing on self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. These lessons are tailored for the cyber environment, promoting emotional well-being and fostering connections between students and teachers through virtual activities. Additionally, PA Cyber's Growth Mindset (GRIT to GROWTH) initiative emphasizes perseverance, effort, and resilience, encouraging students to view challenges as growth opportunities. This approach supports reflective practices, goal setting, and celebrating progress, reinforcing that abilities develop through dedication and effort. Also, organizing virtual and in-person social events such as field trips/events (PA Cyber’s FAMILY LINK), extracurricular clubs, and social-emotional activities is a key component for student interaction and socialization. These opportunities promote student engagement and peer interaction, which are crucial for developing well-rounded individuals. Additionally, school counselors support students by grade spans, and also by seeking partnerships for mental health providers to assist students with access to professional counseling.

**Investment Area**

|                                     | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Professional Development</b>     | 187,402          | 117,754          | 105,204          | 229,877          | 149,163          |
| <b>Technology</b>                   | 24,368,037       | 21,972,019       | 17,069,209       | 16,348,983       | 16,841,672       |
| <b>Materials and Other Supplies</b> | 15,124,669       | 15,497,285       | 17,536,195       | 20,067,965       | 20,092,756       |

**Explain how professional development investments support the cyber charter school’s priorities as stated in the current charter agreement.**

Professional development investments play a vital role in supporting PA Cyber teachers and staff. Investments for not only mandates like trauma-informed schools and safety but also for leadership and emphasis on teaching and learning provide the backdrop for charter priorities. English Language Learners English Learners (EL) investments including the hiring of new EL teachers to assist in professional development along with the instruction duties, focus on equipping content teachers with the knowledge, skills, and resources to effectively address language barriers and ensure that EL students can access and excel in core academic content. These investments focus on training content teachers to implement strategies that overcome language barriers and assess EL student learning with valid, effective methods including differentiation, scaffolding, and culturally responsive teaching. In a recent teacher survey, 86.5% of content teachers are consistently applying these instructional and assessment strategies for EL students. As part of the school's improvement plan, the goal is to achieve 100% implementation. Assessment and Accountability Assessment and Accountability include a universal view of not only state testing and graduation rates but also focus on the virtual teaching and learning environment. PA Cyber procured EdInsight's MTSS (Multi-Tiered System of Supports) Platform assisting in examining student data aligned not only with state assessments but also with critical factors such as attendance, classwork, IEP/504 accommodations, and graduation pathways. This comprehensive platform encourages collaborative work, particularly allowing for student comparisons across multiple teachers, enhancing the ability to provide targeted support. Additionally, the school demonstrates its commitment to professional development through substantial investments focused on strengthening both pedagogical knowledge (PK) and pedagogical content knowledge (PCK). To support this professional development initiative, PA Cyber invested in The Thoughtful Classroom, a framework designed to help teachers integrate proven best practices in teaching and learning strategies. It provides a research-based model with strategies focused on four key elements: planning, implementing, assessing, and reflecting. The framework highlights differentiation, student engagement, and critical thinking, helping teachers create dynamic environments adjusted for diverse learners, ultimately leading to improved student outcomes. Also, PA Cyber's academic intervention specialists (AIS) were trained in FileMaker Pro to assist with progress monitoring aligned to achievement towards graduation. In addition to this resource example, PA Cyber continues to invest in professional development for teachers regarding specific integrative tools in the virtual classroom aligned with improving assessment and accountability via interventions and instructional support. Technology tools require technological pedagogical knowledge (TPK) and PA Cyber teachers engage in ongoing professional development. PA Cyber utilizes a variety of educational tools, including Nearpod, Gizmos, Kahoot, Classkick, IXL, Exact Path, Study Island, RAZ-PLUS, and Reading Eggs/ELL Library, etc.

**Explain how technology investments support the cyber charter school's priorities as stated in the current charter agreement.**

PA Cyber focuses on a student-centered instructional model that is supported through the use of technology provided by the school. The technology tools and programs implemented at PA Cyber are meant to assist in personalizing the learning experience for each child. Technology investments include everything from providing a technology kit (laptop w/ protective shell, printer, ink, headset, tablet, mouse,

calculator, backpack, and USB adapter) to every student enrolled at the school to purchasing a repository of academic and intervention products that can be used both inside and outside of the classroom. PA Cyber also provides Assistive Technology (AT) for students with disabilities such as large monitors, blue light filters, voice-to-text software and EZ Eyes High Contrast Larger Print USB Keyboard, etc. During the previous charter renewal, PA Cyber was making technology investments in a new Student Information System (SIS) and Learning Management System (LMS) that are currently still being used to effectively educate students and carry out school processes. Each technology item purchased is thoroughly reviewed and evaluated by appropriate team members and leadership, taking into consideration teacher and stakeholder feedback when possible. Technology is continually changing and, as a school, it is our top priority to safely and effectively leverage and implement technology used by our school community.

**Explain how materials and other supplies investments support the cyber charter school's priorities as stated in the current charter agreement.**

Consistent with our mission, PA Cyber allocates much of our expenditures toward student, teacher, and staff resources, including curriculum, materials, and technology resources. Specific to the grade level and/or course, PA Cyber students receive all needed materials to complete course activities and assignments within their home environment. Like students, teachers are also provided needed materials and supplies in order to create an engaging online experience for students. Course materials and supplies are updated and adjusted on a yearly basis based on teacher, student, and family feedback. In addition to specific course materials, PA Cyber also invests in providing materials and supplies for supplemental learning experiences, such as student clubs, workshops, and enrichment activities that take place at our regional offices. PA Cyber's priority is to meet the educational needs of our students and help them grow academically, as well as socially and emotionally. To help meet this priority, investments in materials and supplies are continually being evaluated. In addition, since PA Cyber's last charter renewal, the school now has a process in place for teachers to request additional classroom material and/or supplies, which includes a thorough review and understanding of how the item or resource will aid in the teaching and learning process.

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

PA Cyber's 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. At PA Cyber, educators and staff are committed to empowering students and their families to actively participate in their education while equipping them with essential skills for the future. This dedication is reflected in how the school strategically allocates and utilizes its resources to fulfill its mission and support its distinctive learning model. Empowering Students and Families PA Cyber ensures that students and families are fully engaged participants in the learning process by offering a variety of resources. Comprehensive orientations and instructional videos

guide new students and families in navigating the My School platform, allowing for a smooth transition into the virtual learning environment. The My School platform, accessible 24/7, provides students and families with continuous access to courses, grades, tutoring services, and recorded sessions, fostering transparency and ongoing engagement. Each student is provided with a personalized planner to help them organize their responsibilities, while a robust online resource library offers support on topics ranging from study skills to career planning. Dedicated academic advisors and guidance counselors provide individualized support, ensuring each student stays on track. Additionally, a technology assistance team is readily available to troubleshoot any technical issues, ensuring that technology does not become a barrier to learning. Equipping Students with Future Skills PA Cyber focuses on preparing students for life beyond school by nurturing critical skills. The cyber education model encourages students to develop executive functioning skills such as time management and organization. Regular digital interactions help students refine their written and verbal communication skills, while breakout room activities foster collaboration. Students also build problem-solving skills through various online portals, preparing them for higher education and professional environments. Engaging Content PA Cyber offers content that inspires curiosity and deep exploration of subjects. Students are exposed to cutting-edge topics like bioinformatics and coding, preparing them for the evolving world of science and technology. High school students also have the opportunity to participate in dual enrollment programs and college courses in the high school (CIHS), allowing them to earn college credits while still completing their high school education. Innovative Teaching PA Cyber's teaching methods embrace technology and innovation to provide interactive and engaging learning experiences. Tools like Nearpod, Gizmos, and Gamification as examples, educators use various digital tools to create dynamic lessons that captivate students' interest and enhance their learning experiences. Also, teachers are exposed to a variety of research-based best teaching and learning practices emphasized for new teachers and veteran teachers alike. Culture of Caring A defining feature of PA Cyber is its strong commitment to a culture of caring, where students' emotional and social well-being is prioritized alongside their academic growth. Social Emotional Learning (SEL) is integrated throughout the curriculum including the adoption of QuaverEd, structured lessons to help students at various grade levels develop skills like emotional regulation, empathy, and responsible decision-making. Educators are trained in trauma-informed practices to support students facing challenges outside of school. The Student Assistance Program (SAP) and guidance services provide a network of support for students with personal or academic concerns. Additionally, the school fosters a sense of empathy and responsibility through service projects like "Stuff a Bus," blanket-making for shelters, food pantry drives, and Veteran's Day activities. Also, as a part of a caring culture, Pa Cyber supports resilience by adopting a growth mindset. PA Cyber incorporates specific activities encouraging students to embrace challenges and learn from setbacks. Known as PA Cyber's Growth Mindset-GRIT TO GROWTH campaign, regular growth mindset activities are offered consistently, where students engage in discussions and activities designed to help them reframe obstacles as opportunities for learning. In addition, students participate in journaling exercises that prompt reflection on their personal and academic challenges, encouraging them to identify strategies for overcoming difficulties. PA Cyber also incorporates resilience-building activities such as "Mistake of the Week," where students share mistakes they've made, followed by a discussion on how these mistakes can lead to growth. The "Power of Yet Moment" enables students to conquer a task and move their yet

moment to a victory wall on a virtual whiteboard. Through these activities, PA Cyber encourages students to develop a mindset that values effort, includes challenges, and adopts persistence, preparing them to overcome adversity both inside and outside of the classroom.

### School Facilities

| Facility Name              | Address (Street, City, State, ZIP)              | Ownership                      | Purpose                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|-------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Allentown Regional Office  | 974 Marcon Blvd, Suite 200, Allentown, PA 18109 | Denholtz 974 Marcon Blvd., LLC | PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff. |
| Erie Regional Office       | 1980 Edinboro Road, Suite B, Erie, PA 16509     | Moxie Seven, LLC               | PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff. |
| Greensburg Regional Office | 1040 Towne Square Drive, Greensburg, PA 15601   | Hartman Holdings, LLC          | PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff. |



|                                              |                                                           |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------|-----------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Harrisburg Regional Office</p>            | <p>3721 Tecport Drive, Suite 102, Harrisburg PA 17111</p> | <p>DK Techport Limited Partnership</p>      | <p>PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff.</p> |
| <p>Philadelphia Regional Office</p>          | <p>825 Baltimore Pike, Springfield, PA 19064</p>          | <p>PRDB Springfield Limited Partnership</p> | <p>PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff.</p> |
| <p>Pittsburgh-South Side Regional Office</p> | <p>2600 East Carson Street, Pittsburgh, PA 15203</p>      | <p>2600 Southside Associates, LP</p>        | <p>PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff.</p> |
| <p>Pittsburgh-Warrendale Regional Office</p> | <p>200 Pinewood Lane, Suite 100, Warrendale, PA 15086</p> | <p>Pinewood Realty Partnerships, LP</p>     | <p>PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff.</p> |

|                               |                                                     |                                |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|-----------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               |                                                     |                                |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| State College Regional Office | 1700 South Atherton Street, State College, PA 16801 | Keystone Real Estate Group, LP | PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff. |
| Wilkes Barre Regional Office  | 40 East Northampton Street, Wilkes Barre, PA 18701  | City Centre, LP                | PA Cyber regional offices provide a variety of family and student-focused activities and services aimed at enriching and enhancing the learning experience. These offerings include new student orientations, career workshops, wellness activities, art programs, and engaging social events. The offices also serve as locations for in-person enrollment appointments and as workspaces for teachers and staff. |
| PA Cyber Main Office          | 1200 Midland Ave. Midland, PA 15059                 | PA Cyber Charter School        | Administrative Office: Executive Administration, Human Resources, Enrollment Services, Marketing & Communications                                                                                                                                                                                                                                                                                                  |
| PA Cyber Main Office          | 652 Midland Ave. Midland, PA 15059                  | PA Cyber Charter School        | Administrative Office: Executive Administration, Finance, Student Records, Student Support Services, Curriculum Department                                                                                                                                                                                                                                                                                         |
| PA Cyber Main Office          | 722 Midland Ave. Midland, PA 15059                  | 2848 Main LLC                  | Administrative Office: Special Education Department                                                                                                                                                                                                                                                                                                                                                                |
| PA Cyber Main Office          | 617 Midland Ave. Midland, PA 15059                  | PA Cyber Charter School        | Administrative Office: Technology, SAP, Attendance, Student Support Services                                                                                                                                                                                                                                                                                                                                       |

|                          |                                              |                             |                                                                    |
|--------------------------|----------------------------------------------|-----------------------------|--------------------------------------------------------------------|
| PA Cyber Main Office     | 735 Midland Ave.<br>Midland, PA<br>15059     | PA Cyber Charter School     | Administrative Office: Academic Advisors, Student Support Services |
| PA Cyber Hardware Repair | 518 Railroad Ave.<br>Midland, PA<br>15059    | Lincoln Learning Solutions  | Administrative Office: Hardware Repair Department                  |
| PA Cyber Main Office     | 522 Midland Ave.<br>Midland, PA              | PA Cyber                    | Storage Facility                                                   |
| PA Cyber Main Office     | 111 Madison Square<br>Rochester, PA<br>15074 | Bennett Williams Commercial | Storage Facility                                                   |

**Are there any plans to ask for an amendment to move or expand any facilities in the next five (5) years?**

Yes

**Describe the plans to ask for an amendment to move or expand any facilities in the next five (5) years.**

PA Cyber intends to request an amendment to expand its Pittsburgh-South Side Regional Office, aiming to enhance supplemental, enrichment, social offerings, and face-to-face enrollment opportunities for students and families. This expansion is tentatively scheduled to begin in winter 2024.

## Student Services

### **Describe the IEP Process.**

Special Education Services and Programs PA Cyber is required by the IDEIA 2004 to provide a free appropriate public education to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities: Autism Deaf-blindness Hearing Impairment including Deafness Emotional Disturbance Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech or language Impairment Traumatic Brain Injury Visual Impairment including Blindness IDEIA 2004 provides legal definitions of the disabilities that qualify a student for special education, which may differ from those terms used in medical or clinical practice or common usage. Section 504 Services Under Section 504 of the federal Rehabilitation Act of 1973, some school age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504. Charter Schools must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the School's Director of Special Education, at: 888-722-9237 Least Restrictive Environment "LRE" To the maximum extent appropriate, students with disabilities are educated with students who are nondisabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. A continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services as required by applicable state and federal regulations. This is a team decision, which includes the Charter School and the Parents. Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs as determined by the IEP team might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired

support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support. 2 Depending on the nature and severity of the disability, Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled, (2) an alternative regular class either in or outside the school, (3) a special education center operated by an IU, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home. Related services are designed to enable the child to participate in or access his or her program of special education. Examples of some related services that a child may require might include transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services might also include school health services and school nurse services, social work services in schools, and parent counseling and training. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations. Charter School in conjunction with the parents determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEIA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEIA 2004, there may be situations in which the School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting. IEPs generally contain: (1) a statement of the student's present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for School personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications. Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed. Beginning not later than one year before the

child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

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

1. Identification and provision of initial screening for students prior to referral for a special education evaluation.
2. Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
3. Identification of students who may need special education services and programs.

The screening process includes:

1. Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
2. Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Charter School has established and implements procedures to locate, identify and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include but are not limited to: review of data and student records; motor screening; and speech and language screening. The school assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. In accordance with Chapter 711, in the event that Charter School would meet the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
2. For students with academic concerns, an assessment of the student's performance in relation to State approved grade level standards.
3. For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
4. A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
5. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
6. A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
7. A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an

appropriate instructional level. 8. Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents. Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at Charter School, unless other arrangements are necessary or arranged. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services. If parents need additional information about the purpose, time, and location of screening activities, they should call or write to the Special Education Contact for The Pennsylvania Cyber Charter School: Director of Special Education 722 Midland Avenue Midland, PA 15059 Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

4 Evaluation An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance. The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural Safeguards Notice, kindly contact the Director of Special Education, 1200 Midland Avenue, Midland, PA 15059 The evaluation process is conducted by a Multi-Disciplinary Team (MDT) which is formed based on the student's needs and may include a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The MDE process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased. The MDE process culminates with a written report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the Director of Special Education at: 1200 Midland Avenue, Midland, PA 15059 If a parent makes an oral request for a Multi-Disciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents'

request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation. Reevaluations are conducted if Charter School determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with intellectual disability must be reevaluated every two years under State law.

**Educational Placement** The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. Additionally, Charter School must invite the child with a disability to attend the child's IEP Team meeting if a purpose of the meeting includes the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the child does not attend the IEP Team meeting, Charter School must take other steps to ensure that the child's preferences and interests are considered. IEP team participation is directly addressed by the regulations.

5 A single test or procedure may not be the sole factor in determining that a student is exceptional. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER. An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled. Parents and Surrogate Parents For purposes of this Notice, Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent. A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child in an unaccompanied



homeless youth as defined by the McKinney- Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Charter School or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent. Prior Written Notice Charter School will notify the parent whenever School takes the following actions(s), pursuant to the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN), regarding the child's education program. For more information, see the annotated NOREP/PWN on the PaTTAN website or available at the Charter School office. Type of action taken: 1. Proposes initial provision of special education and related services (For this action, the school may not proceed without your consent in Section 8 of this document,) 2. Refusal to initiate an evaluation (Must issue Procedural Safeguards Notice) 3. Proposes to change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education (FAPE) 4. Refusal to change the identification, evaluation or educational placement of the child or the provision of a free and appropriate public education (FAPE) 5. Change of placement for disciplinary reasons (Must issue Procedural Safeguards Notice) 6. Due process hearing, or an expedited due process hearing, initiated by school/district 7. Graduation from high school 8. Exiting special education 9. Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE) 10. Refusal to change the identification, evaluation or a free appropriate public education (FAPE) 11. Extended School Year (ESY) services 12. Responses to request for an independent educational evaluation (IEE) at public expense 6 13. Other In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement (NOREP). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Charter School you may take appropriate action. Reasonable Notice means ten (10) days. Pursuant to PaTTAN, the above list is for the LEA to use to communicate to the parents the proposed actions to be taken. All actions listed require Prior Written Notice, except the first action, (i.e., Proposes initial provision of special education and related), which requires parental consent. When selecting the first action, the LEA may not proceed without the written consent of the parents in Section 8 (Parental Consent) of the NOREP/PWN. An initial evaluation may NOT be conducted without parental permission. Permission is requested using the Permission to Evaluate – Consent Form. In the reevaluation process, if the parent requests additional data and the LEA disagrees with the request, the LEA would issue the NOREP/PWN with an explanation of the reason for the refusal. A clarification has been added to remind the LEA that they must issue Procedural Safeguards Notice for the following actions: Refusal to initiate an evaluation and Change of placement for disciplinary reasons. The prior written notice must: 1. Describe the action that Charter School proposes or refuses to take; 2. Explain why Charter School is proposing or refusing to take the action; 3. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action; 4. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA; 5. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing, or refusing is not an initial

referral for evaluation; 6. Include resources for you to contact for help in understanding Part B of the IDEA; 7. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and 8. Provide a description of other reasons why Charter School proposed or refused the action. The notice must be: 1. Written in language understandable to the general public; and 2. Provided in your native language or other mode of communication you use unless it is clearly not feasible to do so. 3. If your native language or other mode of communication is not a written language, 4. Charter School will ensure that: a. The notice is translated for you orally or by other means in your native language or other mode of communication; b. You understand the content of the notice; and c. There is written evidence that 1 and 2 have been met. Native language, when used with an individual who has limited English proficiency, means the following: 1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents; 2. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment. For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication). Parental Consent means: 7 1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which consent is sought; 2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; and 3. You understand that the granting of consent is voluntary and may be revoked at any time. However, consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it. If you revoke consent in writing for your child's receipt of special education services after your child is initially provided special education and related services, Charter School is not required to amend your child's education records to remove any references to your child's receipt of special education and related services because of the revocation of consent. Need for Parental Consent Initial Evaluations (34 CFR §300.300) 1. General Rule: Consent for initial evaluation Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent. Charter School must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent for Charter School to start providing special education and related services to your child. If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, Charter School may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Charter School will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances. 2. Special rules for initial evaluation of wards of the State Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child. Consent for an initial evaluation should, therefore, be obtained from the individual so designated.

3. Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is: a. A foster child who does not have a foster parent; b. Considered a ward of the State under State law; or c. In the custody of a public child welfare agency. Consent for Initial Placement in Special Education (34 CFR §300.300) 1. Definitions of Parental Consent: a. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which consent is sought; b. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; and c. You understand that the consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it. 2. Can the Parent Revoke Consent? a. Yes. You must submit written documentation to the staff revoking consent for special education and related services; b. When you revoke consent for special education and related services, Charter School must provide you with Prior Written Notice; 8 c. Special education and related services cannot cease until Charter School provides you with Prior Written Notice; d. Prior notice is defined as ten calendar days; e. Charter School staff cannot use mediation or due process to override your revocation of consent; f. Charter School will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; g. Charter School is not required to amend the child's educational records to remove any references to the child's receipt of special education and related services because of the revocation of consent; and h. Charter School is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services. 3. Parental Consent for Services Charter School must obtain your informed consent before providing special education and related services to your child for the first time. Charter School must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time. If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, Charter School may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child's IEP Team may be provided to your child without your consent. If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and Charter School does not provide your child with the special education and related services for which it sought your consent, Charter School: a. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and b. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested. Consent for Reevaluations (34 CFR §300.300) Charter School must obtain your informed consent before it reevaluates your child, unless Charter School can demonstrate that: 1. It took reasonable steps to obtain your consent for your child's reevaluation; and 2. You did not respond. Documentation of Reasonable Efforts to Obtain Parental Consent (34 CFR §300.300) Charter School will take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including: 1. Notifying parents of the meeting early enough to ensure that they will have the opportunity to attend; and 2. Scheduling the meeting at a mutually agreed upon time and place. If Charter School is unable to convince parents to attend an IEP

Team meeting, the meeting may still be conducted; however, Charter School must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluate and to locate parents of wards of the State for initial evaluations. The documentation must include a record of Charter School's attempts in these areas, such as: 1. Detailed records of telephone calls made or attempted and the results of those calls; 2. Copies of correspondence sent to the parents and any responses received; and 3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

**9 Consent Not Required Related to Evaluation** Your consent is not required before Charter School may:

1. Review existing data as part of your child's evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

**Refused Consent to a Reevaluation** If you refuse to consent to your child's reevaluation, Charter School may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, Charter School does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner. Charter School may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

**Disagreements with an Evaluation/ Independent Educational Evaluations (34 CFR §300.502)**

1. **General** As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Charter School. If you request an IEE, Charter School must provide you with information about where you may obtain an IEE and about Charter School's criteria that apply to IEEs.
2. **Definitions**
  - a. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by Charter School responsible for the education of your child.
  - b. Public expense means that Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.
3. **Parent Right to Evaluation at Public Expense** You have the right to an Independent Educational Evaluation (IEE) of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:
  - a. If you request an IEE of your child at public expense, Charter School must, without unnecessary delay, either:
    - (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or
    - (b) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Charter School's criteria.
  - b. If Charter School requests a hearing and the final decision is that Charter School's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
  - c. If you request an IEE of your child, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Charter School's evaluation of your child.
  - d. You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.
  - e. If an IEE is at public expense, the criteria under which the evaluation is obtained,

including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE). Except for the criteria described above, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

5. Parent-initiated evaluations  
 10 If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense: a. Charter School must consider the results of the evaluation of your child, if it meets Charter School’s criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; and b. You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.

6. Requests for evaluations by hearing officers  
 If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

Services for Protected Handicapped Students  
 Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). PA Cyber must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student as required by law. In compliance with federal laws PA Cyber will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities. In order to qualify as a protected handicapped student, the student must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

**Current, Anticipated, or Tentative Service Providers for Students Receiving Special Education Services**

| Service Provider Name | Need Identification | Description of Need                      |
|-----------------------|---------------------|------------------------------------------|
| Abundant Life         | Current             | OT, Counseling, Speech, Behavior Support |
| A Total Approach      | Current             | OT                                       |

|                                 |         |                                   |
|---------------------------------|---------|-----------------------------------|
| Above and Beyond Speech Therapy | Current | Speech                            |
| Achieve Rehabilitation          | Current | Speech                            |
| Acorns to Oaks Consulting, LLC  | Current | Counseling, Speech, Social Skills |
| Allegheny- Intermediate Unit 3  | Current | Hearing, Vision                   |
| ARIN IU 28                      | Current | O&M                               |
| Attain Therapy                  | Current | OT, Counseling                    |
| Battisti, Stefanie              | Current | PT                                |
| Betack, Sarah                   | Current | Speech                            |
| Beyond Therapeutics, LLC        | Current | Speech                            |
| Bowersox and Associates, LLC    | Current | Counseling                        |

|                                         |         |                                      |
|-----------------------------------------|---------|--------------------------------------|
| Camco                                   | Current | OT, PT                               |
| Capable Kids                            | Current | Speech, OT, PT                       |
| Capital Area- Intermediate Unit 15      | Current | O&M, Vision, Hearing, Speech, OT, PT |
| CBS Therapy                             | Current | Speech, counsel                      |
| Champion Comprehensive Virtual Services | Current | Counseling, Executive Functioning    |
| Chretien, Melissa                       | Current | Instructional Aide                   |
| Cleveland, Joy                          | Current | OT                                   |
| Communication Associates                | Current | Speech, OT                           |
| Connect Plus Therapy                    | Current | Instructional Aide, Behavior Support |
| Connective Intervention Services, LLC   | Current | Speech, OT                           |

|                          |         |                        |
|--------------------------|---------|------------------------|
| Crawford, Samantha       | Current | Speech                 |
| Cuddy, Christina         | Current | Speech                 |
| Eckels, Kristi           | Current | Speech                 |
| Eichhorst, Aaron         | Current | O&M                    |
| Enspire Consulting Group | Current | Speech, Counseling, OT |
| Flaherty, Erin           | Current | O&M                    |
| Flourish Therapy, LLC    | Current | OT, Speech             |
| Haas, Julie              | Current | Speech                 |
| Hague, Brandi            | Current | OT                     |
| Hauck, Matthew           | Current | Tutoring               |



|                            |         |                                                                  |
|----------------------------|---------|------------------------------------------------------------------|
| Hazel, Elise               | Current | Speech                                                           |
| Hedlund, Christine         | Current | Speech                                                           |
| Hello Hero                 | Current | Speech, PT, Counseling                                           |
| Hogan, Joshua              | Current | PT                                                               |
| Hope Learning Center       | Current | Speech, OT, Hearing, Behavior Support, Counseling, Social Skills |
| Humanus Corporation        | Current | Speech, OT, PT, Counseling, Social Skills                        |
| Kidsworks Therapy Services | Current | Vision                                                           |
| Liberty Therapy Solutions  | Current | Instructional Aide, Counseling                                   |
| M.J.SLP Services LLC       | Current | Speech                                                           |
| Mariacher, Kerry           | Current | OT                                                               |

|                                               |         |                                       |
|-----------------------------------------------|---------|---------------------------------------|
| Mary and Alexander Laughlin Children's Center | Current | Speech, Counseling, OT                |
| McKinney (Pomfret), Sarah                     | Current | Speech                                |
| Next Step's Child Enrichment Center           | Current | Speech                                |
| Niagara Therapy, LLC                          | Current | PT, OT                                |
| Opening Doors Therapy                         | Current | PT, OT, Speech, Instructional Aide    |
| Ostrum, Erica                                 | Current | Speech                                |
| OT and Me, LLC                                | Current | OT, Speech                            |
| Pierce, Angela                                | Current | Speech                                |
| Pollio, Nick                                  | Current | Speech                                |
| Presence Learning                             | Current | Speech, OT, Counseling, Social Skills |

|                                   |         |                    |
|-----------------------------------|---------|--------------------|
| Ranck, Jillian                    | Current | Speech             |
| Reach Therapy Services, LLC       | Current | Speech, OT, PT     |
| Rossiter, Jaynie                  | Current | Speech             |
| Sayegh Pediatric Therapy Services | Current | Speech, OT, Vision |
| Seminack, Kierstin                | Current | Speech             |
| Smith, Kerry                      | Current | Speech             |
| Social Learning Pathways, LLC     | Current | Social Skills      |
| Social Learning Pathways, LLC     | Current | Speech, OT         |
| Team Tutor, LLC                   | Current | Tutoring           |
| The Therapy Spot                  | Current | Speech, OT, PT     |

|                          |         |                                                        |
|--------------------------|---------|--------------------------------------------------------|
| Therapy Bridges          | Current | OT, PT                                                 |
| Therapy Source           | Current | Speech, OT, PT, Counseling, Behavior, Social Work      |
| TinyEYE Therapy Services | Current | Speech, OT, Counseling                                 |
| Truth for Life, LLC      | Current | Instructional Aide                                     |
| Tutoring to Go           | Current | Tutoring                                               |
| US Healthcare            | Current | Speech, OT, PT, Tutoring, Counseling, Behavior Support |
| Virtual Counselor        | Current | Counseling                                             |
| Weber, Barbara           | Current | Speech                                                 |
| Zangus, Brandon          | Current | OT                                                     |

**Upload copies of special education teacher certifications for current employees**

Special Education Teacher Certifications\_9.10.2024.pdf

**Upload copy of federal child count sample**

**Provide copies of policies and procedure manuals regarding instruction of English learners:**

**Upload document translation policy**

English Language Development Policy.pdf

**Upload most recent program evaluation**

PA Cyber LIEP Review 23-24-Final.pdf

**Provide a description of the Language Instruction Educational Program (LIEP), including:  
Supports and accommodations provided for ELs to learn content.**

Supports and accommodations are implemented consistently for all identified EL students to ensure they receive an equitable learning experience, removing barriers to learning grade level appropriate content. Each identified EL student has an individual EL Student Action Plan created by their ELD teacher outlining the most beneficial supports and accommodations for that student. The ELD staff work with classroom teachers and academy administrators to ensure the proper, and most targeted supports and accommodations are in place for each EL student, with adjustments being made as needed. Increasing EL Student Engagement -Provide in-person and online orientation and follow-up support appointments in the family's preferred language of communication to ensure students and families understand their course schedule, how to access live class sessions, how to navigate online resources, how to complete and submit assignments, and how to access teacher office hours for additional help and support - Provide live, virtual classes where the student can meet with the classroom teacher(s) on a daily basis - Explicitly teach and model how to use the various features and functionality of our live class platform, Class for Zoom, and provide refreshers and support as needed -Explicitly teach and model the translation and language support functions within the Learning Management System, Agilix Buzz, and provide refreshers and support as needed -Create alternate presentations or modified activities with a reduced language demand -Include key vocabulary and main ideas in student's primary language on slides -Establish consistent check-ins with the student via phone, email, or office hours -Establish consistent progress calls and/or emails home to parents/guardians so they can support student's learning -Email reminders about attendance and participation ahead of time with expectations so the student can be prepared for a live session -Increase use of emoticons in addition to verbal and written explanations and responses -Facilitate peer-to-peer interaction by modeling and providing opportunities to practice social and academic language with peers -Provide opportunities for multilingual students to work collaboratively, when possible -Provide additional walkthroughs and modeling of different classroom procedures and functions to reinforce routines and expectations -Ahead of live instructional time, provide key vocabulary, main concepts, and questions so students have time to review, process, and translanguage -Ensure the student demonstrates understanding of an assigned task before asking

them to work independently

**Supporting EL Student Instruction:**

- Reword or simplify language of content
- Use Immersive Reader in MS products to overlay written text to help with reading comprehensibility
- Make slides and written/printed material easily readable by minimizing cursive or shorthand and eliminating non-essential text
- Provide enhanced or simplified graphics to support written or verbal content
- Avoid slang and colloquial expression or complex language structures unless they are explicitly taught
- Spiral new and key vocabulary and repetitive academic vocabulary through lessons and units
- Use translation software, as needed, to help provide simple translations of key concepts and vocabulary
- Use closed captioning in English or in the student's preferred language depending on the student's ELP level to support understanding
- Summarize content into succinct simple sentences
- Use a graphic organizer or a simplified graphic organizer if one is already being used for a classroom activity or assignment
- Allow brainstorming, pre-writing, and/or non-graded work to be completed in the student's primary language and talked through verbally
- Model desired actions or behaviors while pairing with simple verbal directions
- Scaffold content-area learning by using videos, visuals, and graphic organizers to help students understand content
- Plan small group learning opportunities for students to talk about content with peers providing language supports and modeling
- Have students engage in content-focused writing activities to develop academic language and writing skills
- Provide opportunities for students to verbally communicate and work together on writing assignments
- Explicitly teach content-specific academic vocabulary daily during content-area classes
- Select target words and concepts critical for understanding the text for intensive vocabulary instruction
- Use a variety of instructional activities such as: providing student-friendly definitions; applying definitions in context; providing examples, non-examples, and concrete representations; having students respond to questions to show their understanding of the selected words; and providing structured opportunities for students to talk about academic words
- Provide anchor charts (like graphic organizers but the information is already filled in to reduce language demand) for important content topics

**Supporting EL Students Assessments:**

- Reduce the number of lessons and corresponding assignments an EL needs to complete, and choose specific lessons that focus on similar ideas and concepts to help build understanding and make connections
- Reduce assignment length and linguistic complexity
- Give an alternate assignment with modifications that allow students to provide responses more simply
- Show the student how to access all materials in translated format by right clicking the screen in the Learning Management System, Buzz, and then choosing "Translate to English", then choosing the desired language or using immersive reader
- Simplify the language demand for writing assignments to include pictures, single words, short phrases, and/or bullet points instead of sentences and paragraphs
- Have students complete an assignment during office hours or during a scheduled meeting time in a one-on-one setting
- Indicate page numbers, graphic organizers or other locations within a resource where information can be found
- Rephrase linguistically difficult questions, instructions, and explanations
- Have students work in groups with specific roles assigned so they understand the expectations of their contributions
- Reduce the number of multiple choices on recall memory tests and assignments
- Focus questions on the specific content and skills you isolated for your EL student
- Provide simplified study guides and outlines for students
- Provide multi-step instructions in smaller, distinct steps
- Explicitly state and show when copying information from resources is acceptable (ex. vocabulary definitions); accept copying correct information or verbally mimicking responses for newcomers
- Eliminate non-essential reading and writing tasks to allow for

concept and skill mastery, not English proficiency -Reduce the required amount of course assignments based on individual need -Pull EL students into breakout rooms to privately review concepts or modified assignment instructions -Allow alternate responses or supports (ex. short answer instead of essay or simplified multiple-choice options) -Provide word banks and sentence frames for responses -Use of online bilingual glossaries found in PA Cyber's Sharepoint site within the ELD Resource Center -Provide EL student-friendly rubrics to allow student to self-assess and ensure expectations are understood and met -Refer the EL student to tutoring to help with specific (modified) assignments -Allow students to work in ExactPath, ELL Foundations, or ReadingEggs if an assignment or series of assignment is inappropriate for the EL student's proficiency level even with modifications -Provide immediate feedback with simple explanations why responses are correct or incorrect

### **Involvement of parents/guardians in their child's education and in important programmatic decision-making at the school.**

PA Cyber ensures parents/guardians involvement in their child's education and in important programmatic decision-making at the school through the consistent use of inclusive communication and engagement practices. These include: -On-demand access to Transperfect phone interpreting services - Consistent communication regarding progress by phone and email from academic advisors and classroom teachers in the parent's preferred language of communication -Translated formal letters and communications -Translated informal communications from all staff to parents whose preferred language of communication with the school is not English -A schoolwide document repository of translated student and parent documents including, but not limited to, the student handbook, course catalog, welcome letters, LMS and live instructional platform user guides, school calendar, and scheduling forms -Utilizing translated copies of the course catalog and interpreting services to conference with parents and students whose preferred language is not English to help create their course schedule -Official website translation -LMS website translation through a Google Chrome extension - Annual LIEP program letters sent through multiple modes in the parents' preferred language of communication with the school -LIEP, ACCESS testing, Opt-out information, and reclassification correspondence sent in the parent's preferred language of communication with the school -Student IEPs translated and sent home in the parent's preferred language of communication with the school - Scheduled IEP meeting with a certified interpreter for families whose parents' preferred language of communication is not English -New student in-person or online orientations are scheduled with a live interpreter in the parent's preferred language of communication -Ongoing support appointments for students are scheduled with a live interpreter in the parent's preferred language of communication

### **Staffing the program appropriately with certified EL teachers.**

PA Cyber understands its responsibility to provide adequate resources to staff its LIEP, including employing an adequate number of Pennsylvania certified ESL teachers to provide English Language Development instruction to all identified EL students who need it. Currently, the school staffs six Pennsylvania certified ESL Program Specialists dedicated to the school's LIEP. These staff members

deliver direct language instruction, provide assessments to identified EL students based on their needs and in accordance with PDE requirements, and collaborate with content teachers to ensure grade-level content is accessible to EL students. The ELD teachers who provide stand-alone direct ELD instruction to EL students hold a PA Instructional I or Instructional II certificate in the same grade band level for which they teach. PA Cyber currently has multiple content teachers actively pursuing their ESL Program Specialist certification through the Beaver Valley Intermediate Unit. ESL Program Specialist certification opportunities are presented to staff by academy principals in an effort to retain high quality educators who possess the background and content knowledge to work with the EL student population at PA Cyber. To ensure adequate staffing, expansion of dedicated LIEP staff is reviewed annually and additional qualified ESL certified educators are hired as the growing population of identified EL students warrants.

### **Training for content area staff in working with ELs.**

Developing confidence and proficiency among teachers and staff who work with EL students is an expanding priority. Professional learning materials and opportunities are presented to all PA Cyber staff in various ways including: -Professional learning materials housed in an ELD Resource Center on PA Cyber's Sharepoint site, including instructional and assessment resources for content teachers, the ELDS, WIDA resources, professional learning opportunities, state and federal guidance for EL students, translation and interpreting service information and guidelines, and archived EL-specific department trainings -Academy and department specific trainings provided by the ELD Program Supervisor throughout the school year -ELD and English learner student training for newly hired classroom teachers through their induction program -Emailed trainings, infographics, videos, and guidance about inclusive communication practices, culturally responsive teaching, and procedures for securing interpreters and document translation are sent each school year and upon request -ELD staff-led student educational team meetings and trainings throughout the school year to provide modeling, resources, and language support recommendations to content teachers -Opportunities for ELD teachers to observe content teacher classrooms or content teachers to observe ELD teacher classrooms and debrief on best practices, strategies, and suggestions to try in upcoming class sessions with EL students

### **Instructional resources provided for accommodating ELs in content classes and delivering targeted English language development instruction.**

In addition to supports and modifications put into place for identified EL students, PA Cyber has compiled a robust catalog of instructional resources at the disposal of all teachers to utilize in their classrooms to enhance instruction and assessment. These instructional resources provide intervention, language support, content and skill remediation, accessible and grade level appropriate skills and content, and enhanced engagement opportunities to support EL students' development of listening, speaking, reading, and writing in English across all content areas. At-Home Tutoring Services (English and bilingual offerings available) Bilingual subject and content glossaries Boom Cards Brainingcamp BrainPOP BrainPOP Jr. BrainPOP Science Class Kick CommonLit Curipod Education.com ELL Foundations Library ExactPath Flocabulary Plus Gimkit Gizmos Immersive Reader IXL IXL's Rosetta Stone



Kahoot National Geographic Spark National Geographic MindTap Nearpod Nearpod EL Newsela Overdrive Library Padlet Quizlet Raz Kids RAZ Plus Read Live Reading A-Z Reading Eggs Science4US ScreenPal (providing close captioning to videos) Sora Study Island Translatium Vocabulary A-Z Writing A-Z

**On-going and annual evaluation of the program along with necessary changes to ensure the program is effective.**

On-going and annual evaluation of the program along with necessary changes to ensure the program is effective: PA Cyber utilizes the PDE -created “Considerations for EL Program (LIEP) Review” template as the basis for its annual program evaluation. This provides all stakeholders an opportunity to reflect on current practices and procedures, evaluate their effectiveness, and make revisions for the upcoming school year to ensure the success of the school’s EL student population. Ongoing evaluation of the LIEP’s procedures, instructional methods, family engagement, and resourcing are discussed both formally and informally through monthly ELD Department meetings, ELD program representation at regularly scheduled academy administration meetings, monthly meetings with the Deputy Chief Academic Officer, and consistent communication with teachers and staff who routinely serve EL students and families to ensure their needs are met. Additionally, the ELD Department thoroughly reviews and evaluates the academic and language development of each identified EL student in the LIEP annually by evaluating grade promotion and retention, content class grades, ELD class grades, current accommodations and modifications, engagement and growth in assigned English language development intervention programs, and scaled score growth on the ACCESS for ELLs assessment. Based on findings from these evaluations, areas of LIEP revision have been implemented. Expansion of Newcomer ELD Direct Instruction- Due to the growing number of newcomer students enrolling, PA Cyber has expanded its newcomer direct instruction offerings from one section daily to two sections daily. Additionally, to ensure maximum benefits of direct ELD instruction, newcomer and beginning level students were reviewed individually by the ELD and administrative teams to determine when scheduling an additional hour of ELD instruction during the 2024-2025 school year is in the student’s best interest. Engaging and Scheduling EL Students- Creating strong, supportive, and appropriate course schedules is a priority. During the annual EL student roster review of the 2023-2024 school year, each student’s academic and language development performance was reviewed. EL students who were struggling academically were given additional consideration regarding their upcoming school year’s course schedule. The ELD team worked closely with administration and the Academic Advising Department to select the most supportive academic schedule to meet the needs of these students. Additionally, during the 2024-2025 school year, PA Cyber plans to review the roles and responsibilities of the Academic Advisor and the Academic Intervention Specialist and evaluate whether it would be beneficial to the EL student population and their families to provide dedicated EL Academic Advisors and/or Academic Intervention Specialists who would be further trained to work with and engage this population of students and provide additional targeted support and advocacy. EL Writing Development Initiative- Focusing on developing EL students’ writing skills at any proficiency level, the ELD Department is working with the school’s academic product coordinator and Nearpod/Nearpod EL representative to integrate Nearpod in all ELD classrooms, provide

resources for stronger writing instruction, and provide additional individual and collaborative writing development opportunities. PA Cyber's ELD Department staff has created a singular, EL-friendly, WIDA-aligned writing rubric that will be used in all ELD classes starting in the 2024-2025 school year that will allow students and teachers to evaluate writing development consistently and provide a standard scoring rubric for the writing benchmark windows in September, January, and May. Focus on Social and Academic Speech- Conversational and academic speech is noted as a challenging domain for a portion of the school's EL students, specifically newcomer and beginning level ELs. To this end, ELD teachers have been tasked with creating authentic and frequent opportunities, embedded in their instruction, for EL students to engage in speaking tasks with other students, or utilizing a digital program that requires recorded verbal responses similar to what they encounter on the speaking portion of the ACCESS for ELLs assessment that target not only the length of a verbal response, but the quality, focus, and vocabulary choices of the response as well. Additional EL Student Data Collection- In an effort to provide more data to inform classroom instruction, EL student benchmarking will be completed consistently within the ELD Department during the 2024-2025 school year to ensure multiple data points to monitor EL student language development. Three benchmarking windows will be used to collect data during the months of September, January, and May. Expanding Content and ELD Teacher Collaboration- Providing accommodations, modifications, and appropriate supports are crucial to the success of EL students. The partnership between the content teachers and ELD teachers has continued to evolve and strengthen as both parties have become more comfortable in their collaborative roles. PA Cyber is fostering this collaborative effort through its 2024-2025 English Learner SIP Goal that focuses on EL student outcomes in the content classroom with the support and collaboration of their ELD and content teachers providing effective accommodations and modifications to instruction and assessment. Evaluation of ELD Instructional Resources- The evaluation of curricular texts and resources is a routine part of the LIEP evaluation. A revision of course resources is warranted if the resource is not meeting the needs of the course, teacher, and/or students. For the 2024-2025 school year, PA Cyber made a change to some of the direct instruction ELD primary texts and resources due to the realignment of kindergarten and first grade direct ELD instructional courses being clustered together. This determination was based on a large number of EL students entering first grade without having completed Kindergarten. National Geographic's Reach for the Stars curriculum resource will be used for this age group. Additionally, a formal phonics component has been added to the Beginning HS ELD course utilizing National Geographic's Inside Phonics curricular resource to provide additional reading comprehension and fluency for older newcomer and beginning level EL students.

## School Governance

### **Upload organizational chart for the cyber school**

PA Cyber Org Chart Charter Renewal 2024.pdf

### **Upload policies governing the election or appointment of board members**

PA Cyber Board of Trustees Bylaws.pdf

### **How do election or appointment policies ensure adequate representation from key school stakeholders?**

As a large, diverse, statewide school our board makes a purposeful effort to appoint board members who reflect our students, their families, and the communities we serve. Currently, we have members from western, central, and eastern Pennsylvania, a parent of current students as well as a parent of alumni. We have a mix of long-time members, one of whom is a founding board member, with important institutional memory as well as newer people with technology and financial backgrounds. As positions open, board leadership considers both demographics and professional backgrounds for appointments.

### **Upload board meeting calendar from last three complete school years**

PA Cyber Board Meeting Dates.pdf

### **Upload board agendas from last three complete school years**

PA Cyber Board Meeting Agendas 2021-2024.pdf

### **Upload meeting minutes from last three complete school years**

PA Cyber Board Meeting Minutes 2021-2024.pdf

### **Upload copies of all current board policies and procedures**

Policies 2024.pdf

### **Upload a sample of the public notice of a public board meeting**

Board Meeting Notice Charter Renewal 2024.pdf

### **Upload copies of Ethics forms for each board member**

**Describe how Sunshine notices are provided for all public meetings and how key stakeholders, including parents and families, are involved in board meetings.**

PA Cyber complies with Sunshine notices that requires meetings have prior notice, and that the public can attend, participate, and comment before an agency takes that official action. PA Cyber posts public notices in a newspaper of general circulation, posts board meeting notices on our publicly accessible website, and provides the ability for key stakeholders including parents and families to attend public meetings in person or online. PA Cyber board meeting agendas are posted and made publicly accessible through Boarddocs in advance and in accordance with Sunshine law requirements. Key stakeholders are permitted to comment at all public board meetings. PA Cyber board meeting minutes are made publicly accessible through Boarddocs following board approval.

## Communication to Parents/Guardians and Community

### Communications to Parents/Guardians and Community

#### **Describe the mechanisms in place to measure stakeholder satisfaction and solicit input.**

PA Cyber has a variety of mechanisms in place to solicit and evaluate stakeholder feedback and satisfaction. Parents/Guardians PA Cyber offers many opportunities throughout the course of the year for parents/guardians to provide feedback to PA Cyber. On a daily basis, through phone conversations and email, parents/guardians can provide informal feedback to staff, such as their Academic Advisor, teacher(s), technology staff, leadership, or any person within the school. For feedback on specific topics, PA Cyber provides parents/guardians with an opportunity to complete our annual Parent and Family Engagement Survey which includes questions on a variety of areas to help guide school improvements. Within the survey, parents/guardians are asked questions about satisfaction with school communication, tools families find most helpful in monitoring student progress, satisfaction with technology, effectiveness of tutoring, understandability of intervention and diagnostic tools, etc. Parents/guardians also have the ability to provide open-ended feedback for how PA Cyber can better assist students and families with grade level transitions and post-secondary success, along with being able to provide general suggestions for administration to consider. The results of this survey are reviewed by all leadership across the school, as well as executive team members and the CEO. Students Similar to parents/guardians, students are afforded the opportunity to provide feedback to PA Cyber on a daily basis. Through classroom discussion, email, field trips, regional office activities, and extra-curricular opportunities, students have a plethora of ways to share feedback with school staff. PA Cyber uses information provided by students as a way to spark conversations around various areas within the school. Teachers/Staff Teachers and staff continually provide individual and group feedback to leadership and administration. Through monthly academy/department meetings, teachers have a direct opportunity to communicate what is working and what is a challenge. In addition, teachers are encouraged to communicate one-on-one in a more personalized environment with their direct supervisor. PA Cyber encourages teachers and staff to reach out with questions, concerns, and feedback to encourage a continuous improvement environment. Community With PA Cyber serving students across the commonwealth, it is vitally important that connections with community organizations, other schools, and service providers are fostered. PA Cyber continually looks to maintain and expand partnerships that benefit stakeholders. Students and staff are encouraged to provide feedback on their experiences with these outside organizations and providers.

#### **Have you conducted parent/guardian surveys?**

Yes

#### **Upload copies of most current parent/guardian surveys and include a summary of responses.**

23\_24 PARENT AND FAMILY SUMMARY RESPONSES FOR ENGAGEMENT SURVEY.pdf

Parent and Family Engagement Survey 2023-2024 - and Comments\_March 2024.pdf

**Describe the role of parents/guardians in school improvement planning, if any.**

Parent/Guardian representatives serving on the CSI/SIP Steering Committee offer a valuable and unique perspective on student outcomes. PA Cyber is fortunate to have not only two parents currently on the steering committee but also, in the past four years, three parents joined the School Board. As CSI/SIP members, parents contribute complex viewpoints drawn from personal experience, emphasizing both academic and non-academic needs through a holistic lens. For example, one of PA Cyber's biggest challenges is effective communication, and the steering committee focused on improving communication pathways. Parents on the committee played a crucial role in this discussion by sharing family preferences, which directly informed changes to the communication process, including phone calls, emails, and the expansion of text messaging. Additionally, their input on the blended classroom as a delivery method and curriculum review helped shape improvement efforts, particularly in student engagement. This feedback led to the creation of a blended classroom committee, proposing meaningful change for the future through increased teacher and administration collaboration.

**Provide examples of communication between parents/guardians and key stakeholders.**

Great Starts Day: PA Cyber provides parents, guardians, and students the opportunity to participate in Great Starts Day, designed to prepare everyone for academic success and confidently navigate the first day of school. These sessions offer comprehensive training to ensure parents, guardians, and students are well-equipped with the knowledge they need. PA Cyber offers a range of curriculum and instructional options to meet the diverse needs of its learners. Great Starts Day sessions are tailored to provide specific guidance on these various options. Back-to-School Open Houses: PA Cyber hosts Back-to-School Open Houses to give parents, guardians, and students a chance to learn more about the Academy they'll be joining each school year. PA Cyber is organized into four Academies, aligned with its Continuum of Learning: the K-2 Academy, the 3-5 Academy, the 6-8 Academy, and the 9-12 Academy. Regional Office Kick-Off Events: Parents, guardians, and students are invited to regional office kickoff events across the Commonwealth. These events provide an opportunity to meet their principal and learn about upcoming events, activities, and programs for the school year. Academic Advisors: Every PA Cyber family is assigned an Academic Advisor, who contacts parents or guardians by phone at least once every four weeks to review grades, progress, attendance, and any other important school information. This may include updates on residency, state assessments, scheduling, extracurricular activities, graduation, and school initiatives. Academic Advisors also serve as the primary point of contact for any questions, concerns, or additional needs, using email, text messaging, and video calls as supplementary communication methods.

**Upload evidence of community meetings, agendas, and sign-in sheets.**

Stakeholder Planning Meeting\_June 2024.pdf

Great Starts Day and Participant Lists.pdf

Back-to-School Open Houses and Participant Lists.pdf

Kickoff Events and Sign-in Sheets.pdf

## Student Enrollment

|                                                                                                                                 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Total student enrollment at the end of the school year</b>                                                                   | 13785     | 12822     | 13167     | 13599     | 13332     |
| <b>Number of students enrolled in June who were enrolled for the full school year (beginning from first day of school year)</b> | 6959      | 7863      | 9415      | 8247      | 8054      |
| <b>Number of students who were enrolled at the October PIMS submittal</b>                                                       | 10110     | 9856      | 10917     | 10469     | 9856      |
| <b>Number of current students, excluding graduates, who withdrew during the full school year</b>                                | 3043      | 2234      | 2519      | 2182      | 2364      |

**Did student enrollment decline greater than 10 percent in any year?**

No

**What years? (Select all that apply)**

**Discuss trends in student turnover and retention data.**

PA Cyber collects information upon student withdrawal and reviews this data on a regular basis to identify trends. The top five reasons/trends our students withdrawal are as follows: -Socialization/Miss their friends in resident school district -Educational Team Decision- virtual program option is not meeting the needs of the student -Family moved out of state and is no longer eligible for PA Cyber program -Drop-out/Pursue GED -Transferred to another cyber charter school PA Cyber understands the unique needs of individual students and how those needs can change over time. Although PA Cyber offers several



opportunities for students to socialize through live instruction, interest clubs, field trips, supplemental enrichment offerings, social events we also recognize our offerings may not meet the individual needs of some students. Our school also does a fantastic job to share requirements of our program during the enrollment process, but we have often found that following enrollment a family decides a cyber school option is not the best option due to program requirements, lack of motivation, or lack of adult support or supervision in the home. Many of the high school student's PA Cyber attracts often come to us significantly behind and credit deficit. Often these students enroll with the goal of earning a high school diploma after unsuccessful experiences in other educational institutions, and if our program is not working for the student or earning a GED seems like a more viable option based on credit deficiency and graduation credit requirements it results in withdrawals due to drop out or pursuit of their GED. In our data we have found PA Cyber loses enrollments to other cyber charter school options based on programs or other offering that may be a better fit for a student or their family. PA Cyber continues to evaluate all of our school program offerings in order to attract and retain students and continue to be competitive in the public school education space in Pennsylvania.

**Describe the system for maintaining accurate student enrollment and withdrawal information as required under <a**

**href="https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=014&chpt=17A" target="\_blank">Section 1748-A, Enrollment and Notification. 1949 Act 14 - PA General Assembly (state.pa.us)</a>**

Within 10 days of the enrollment of a student to PA Cyber, PA Cyber notifies the student's school district of residence of the enrollment through the use of the notification form via US mail delivery. PA Cyber's Child Accounting Department completes a validation of enrollment information and maintains a copy of Enrollment Notification forms within a database and a copy that is maintained within our school student information system. PA Cyber families are informed that they must notify the school upon changes in address. When a residency change impacting a student's residence school district occurs, an Enrollment Notification Form is mailed to the new school district of residence within 10 day of notification. PA Cyber provides a written withdrawal notification to the student's school district of residence within 10 days following the withdrawal of a student from the cyber charter school. Records of these forms are maintained within the school's student information system and are processed by PA Cyber's Academic Advisors department.

**Describe efforts by the cyber charter school to ensure equitable deployment of resources.**

As a public cyber charter school, PA Cyber is dedicated to ensuring equitable resource deployment, making access available to all students across the Commonwealth. Every PA Cyber student receives a comprehensive technology kit that includes a laptop, protective case, headset, tablet, backpack, USB adapter, mouse, printer, ink, calculator, USB kit, and access to the internet through our reimbursement program. To further enhance internet access, PA Cyber provides an alternative to reimbursement by offering a MiFi device for families facing challenges with internet providers or financial constraints. We

also ensure reliable technology support through our student helpdesk, assisting families with any technical issues they may encounter. PA Cyber offers comprehensive orientation training for new families, establishing a strong foundation and minimizing technical barriers that could hinder student learning. These orientations are available both in-person and online, scheduled at the convenience of the families. All students have equitable access to both online and physical course content, materials, tutoring, and intervention tools designed to support diverse learning needs, regardless of socioeconomic background. Additional services include student assistance programs, advising, counseling, health office services, and opportunities for extracurricular activities, social events, and field trips. We tailor educational experiences and support based on the unique needs and challenges of our students. Our dedicated teaching and support staff collaborate closely with students to identify individual obstacles and provide targeted interventions, including academic advising and mental health resources, ensuring every student receives the necessary support. PA Cyber is committed to delivering a curriculum that is culturally responsive and inclusive, reflecting our students' diverse backgrounds. We offer a wide range of courses that cater to varying interests and learning styles, enhancing engagement and outcomes for all learners. We can provide instruction in a few delivery modes to address differentiated needs and level of teacher support needed by students. Our policies and procedures promote a caring, safe, and inclusive environment that fosters a strong school community. We prioritize feedback from students and families to better understand their experiences and needs. Annual surveys and focus groups help us refine our strategies and resources to effectively meet the needs of all learners. Through these initiatives, PA Cyber aims to create an equitable educational environment where every student has the opportunity to succeed and actively participate in their learning experience.

### Waiting List Detail

|                                                                                 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>How many students were on the waiting list at the beginning of the year?</b> | 0         | 0         | 1373      | 0         | 0         |
| <b>How many were extended opportunities to enroll?</b>                          | 0         | 0         | 695       | 0         | 0         |
| <b>How many enrolled during the year?</b>                                       | 0         | 0         | 133       | 0         | 0         |

**Has the school been under- or over-enrolled in any given year?**

No

| Year | Provide an explanation for the variance. |
|------|------------------------------------------|
|------|------------------------------------------|

**Drawing upon exit interviews and other sources, discuss factors influencing student transfer and any corrective policies implemented by the school. How are these policies evaluated?**

PA Cyber regularly reviews student withdrawal data in order to influence and inform school decisions, program, and policies changes. A common theme we have observed in our student exit data is related to socialization and missing their friends from their resident school district. Over the years PA Cyber has increased socialization opportunities for our students their increased student club offerings, optional in-person social events for students like game nights, trivia nights, and school dances. Another area we have received feedback on exit data has been related to more virtual classroom course sections. In response to this feedback we have increased a fully live virtual options in our elementary school and have added additional sections in our highest enrolled course content areas. We also review our course evaluation feedback. This feedback and ongoing evaluation ensures our course offering align with our student interests and educational goals.

## Technology and Support

### **How is technology used to deliver and support curriculum and instruction?**

As a cyber charter school, curriculum and instruction are delivered online both synchronously and asynchronously to the School's K-12 student population. Upon enrolling at PA Cyber, students receive a laptop with a gumdrop protective case, headset, mouse, tablet, calculator, backpack, printer, and black ink. Any additional assistive technology items, as defined within a student's Individualized Education Plan (IEPs) or 504 Agreement, are also provided by the School. The technology platforms used by PA Cyber are user-friendly and enhance the educational experience for students. All cyber students begin their day by logging into the Student Information System (SIS) - Genius, where they can access their course list, view overall progress, and check their grades. Upon logging into Genius, students navigate to PA Cyber's Learning Management System (LMS), Agilix Buzz, where they secure access to the curriculum, including content, videos, quizzes, and assessments. Buzz provides for a personalized student experience and allows teachers the ability to align instruction and assessments to the state standards, while also being able to customize specific lessons and assignments to meet individual student needs. Within Buzz, students are able to easily view which assignments/assessments are due and can navigate between courses for a seamless learning experience. Feedback and scores are easily accessible to both students and parents/guardians directly in the system. PA Cyber's live course sessions are delivered through CLASS for Zoom. CLASS for Zoom is a new platform for the 2024-2025 school year recently adopted following an extensive search process. CLASS provides teachers and students interactive learning experiences through the use of various tools, including an interactive whiteboard, video, application sharing, chats, webcams, and breakout rooms (BORs). In addition, teachers and students can work in small groups, complete surveys and polls, and share feedback via emoticons. Class sessions are recorded, allowing a student to go back and review any instructional material necessary. The combination of Genius (SIS), Buzz (LMS), and Class for Zoom, along with the robust technology items that students are provided, allows for a comprehensive, rich online learning experience that can be tailored to meet the needs of each individual learner.

### **Upload copy of the technology plan**

PA Cyber Technology-Plan.pdf

### **How is the cyber charter school improving student learning through the effective use of technology?**

PA Cyber has a student-centered instructional model that recognizes the developmental stages that students typically follow, while also respecting the differences and unique abilities of each student. PA Cyber has a specific focus on implementing a variety of teaching strategies and learning tools to create an educational program that is personalized to each child. In addition to PA Cyber's synchronous, blended, and asynchronous modes of instruction, where students are assessed via formative, summative, and diagnostic tests, PA Cyber utilizes a variety of online supplemental and intervention

programs that are tailored to individual student learning needs. Below is a link that overviews PA Cyber's academic intervention product repository, highlighting each singular product available to teachers and students/parents, along with the grade level and/or population of students the product serves. Several specific products are highlighted below to showcase how they are used to support PA Cyber's overall growth goal for students. <https://pacyber.widen.net/s/phdmlbfvfq/pa-cyber-intervention-and-supplemental-products-2024-2025>

At-Home Tutoring Services is PA Cyber's online tutoring platform that provides students with either pre-scheduled or on-demand tutoring opportunities. In addition to teacher-specific tutoring, At-Home Tutoring Services provides students with 24/7 access to a qualified tutor in all major academic areas. Edmentum ExactPath is an adaptive diagnostic assessment that focuses on understanding the needs of every student by creating a comprehensive profile of individual strengths and needs. In addition to the diagnostic assessments, students will routinely engage in personalized learning paths both during and after classroom instruction. Renaissance Learning Star360 is used by our special education department and is an adaptive assessment used to measure math and reading abilities, including word recognition, vocabulary knowledge, comprehension, and fluency. The Classroom Diagnostic Tool (CDT) is a set of online assessments, administered to students in Algebra, Biology, and English 10, designed to provide diagnostic information to guide student instruction and remediation. Study Island is a benchmark used to assess student proficiency in Pennsylvania Core and Academic Standards. In addition to the benchmark, students have the opportunity to engage in interactive games intended to prepare for the PSSA and Keystone Exams. Nearpod provides teachers with standards-aligned lessons that can be used to supplement the curriculum and provide engaging instructional opportunities. IXL is available across grades K-12 as a way for students to practice standards-aligned questions by grade level and/or ability level. Mystery Science through Discovery Education provides students with lessons aligned to the STEELS standards to engage and inspire students within the sciences. Xello and Career Cruising are used within PA Cyber's career courses for students in grades 2, 5, 8, and 11, allowing students to create a portable career portfolio. The platforms provide an extensive library of various career opportunities for students, including the ability to complete interest inventories, learn and engage with career facts, and read about relevant career information and data. The product and corresponding curriculum content are meant to get students thinking about their community and possible future careers and/or endeavors. Brainiac provides online digital math manipulatives for students. BrainPOP provides students with the opportunity to engage with videos for K-12 ELA, mathematics, science, and social studies. PA Cyber's English Learners utilize several supplemental platforms, including Learning A-Z ELL, the Edmentum ELL Foundations Library, and Rosetta Stone English to support and supplement their classroom instruction. Students have access to PA Cyber's Library, which grants students and teachers access to Sora, an online reading application featuring a wide variety of digital reading material. Parent resources and physical books are also available, including access to PA Power Library, a database of library resources curated by the Pennsylvania Department of Education. PA Cyber believes it is important to provide researched and vetted tools and resources for teachers to understand the strengths and needs of all students and provide opportunities for remediation, on-level support, and enrichment. All supplemental and intervention products are reviewed on an annual basis to determine if the product is meeting the intended goal(s) and if teachers and students are finding success and growing.

### **What enhancements are planned to improve technology over the next five years?**

The following technology enhancements are planned: 1. Implement Multi-Factor Authentication (MFA) where feasible. 2. Mitigate Known Exploited Vulnerabilities on endpoints, servers, infrastructure, and systems. 3. Test Backups and Develop a Disaster Recovery Plan and Incident Response Plan. 4. Refresh staff endpoints every 5+ years. 5. Implement a Strong Cybersecurity Training Program for staff. 6. Develop policies and incorporate the use of Artificial Intelligence (AI). 7. Continue to migrate on-premise systems to the Cloud and Cloud based solutions. 8. Implement additional Network Management and Monitoring tools. 9. implement a new warehouse inventory management system and processes. 10. Provision and join all student and staff laptops to MS-Azure and utilize MS-Intune to manage those endpoints. 11. Migrate the current Aruba WIFI infrastructure to Fortinet and FortiNAC or Portnox. 12. Implement a new ERP or Financial system. 13. Upgrade network equipment in phases on an annual schedule. 14. Continue to upgrade and rollout enhanced features to systems and application used in the classroom as well as administrative and operational areas of the school. 15. Scale up and implement additional resources and process for online state testing for students.

### **Upload a copy of the Children's Internet Protection Act Policy**

PA CYBER ACCEPTABLE USE AND INTERNET SAFETY POLICY.pdf

### **Upload copies of policies and procedures concerning appropriate use of curriculum and training materials**

Curriculum Development Policy\_EFF\_09162014.pdf

### **Upload the most recent three (3) months of help desk reports showing the number of tickets and average time to close ticket**

pa-cyber\_june-1-september-20th- student helpdesk ticket-data-2024\_2024-09-20.pdf

### **What are the most common help desk questions?**

The most common help desk questions: - Printer installation and setup. - Material orders such as ink cartridge and headset replacements. - Audio and video issues related to microphone and webcam settings. - Hardware issues such as broken power adapters, damaged screens, and mice.

### **How is technical support provided to students and parents?**

PA Cyber offers technical support Monday through Thursday between 8 am and 4 pm and on Friday between 8 am and 3 pm. In addition, for the first weeks of the school year, technicians return calls to students and families with issues in the late afternoon/evening hours and on Saturday. Students and

families upon enrollment are provided a phone number for the PA Cyber Call Center (888-722-9237) and an email address (techhelp@pacyber.org) for the student helpdesk. Once a call or email is received, the call center or helpdesk teams will log the ticket into the ticketing system and assign a category and priority level to it. Some “live” calls are taken throughout the day, but most calls are documented in the ticketing system and then a return call is placed by a technician to the student or family in the order they are received and by priority level assignment. High priority issues are defined as anything that prevents a student from joining class. Medium priority issues are defined as anything that is a major inconvenience to the student, but still allows the student to attend class. Low priority issues are defined as anything that is a minor inconvenience such as printer installations, and material orders. Tier 1 and Tier 2 helpdesk technicians make outbound calls on tickets based on priority. When the technician has a call established with the student or family, they connect to the student’s laptop and provide remote support utilizing either Kaseya Live Connect or Beyond Trust software and tools. Most of the issues are resolved remotely but if a laptop is physically damaged or if a hardware component needs replaced, technicians will issue a repair and return order or send a replacement laptop.

### **How are hardware, software, and Internet connections provided to students?**

PA Cyber offers technical support Monday through Thursday between 8 am and 4 pm and on Friday between 8 am and 3 pm. In addition, for the first weeks of the school year, technicians return calls to students and families with issues in the late afternoon/evening hours and on Saturday. Students and families upon enrollment are provided a phone number for the PA Cyber Call Center (888-722-9237) and an email address (techhelp@pacyber.org) for the student helpdesk. Once a call or email is received, the call center or helpdesk teams will log the ticket into the ticketing system and assign a category and priority level to it. Some “live” calls are taken throughout the day, but most calls are documented in the ticketing system and then a return call is placed by a technician to the student or family in the order they are received and by priority level assignment. High priority issues are defined as anything that prevents a student from joining class. Medium priority issues are defined as anything that is a major inconvenience to the student, but still allows the student to attend class. Low priority issues are defined as anything that is a minor inconvenience such as printer installations, and material orders. Tier 1 and Tier 2 helpdesk technicians make outbound calls on tickets based on priority. When the technician has a call established with the student or family, they connect to the student’s laptop and provide remote support utilizing either Kaseya Live Connect or Beyond Trust software and tools. Most of the issues are resolved remotely but if a laptop is physically damaged or if a hardware component needs replaced, technicians will issue a repair and return order or send a replacement laptop. How are hardware, software, and Internet connections provided to students? Upon enrollment, students receive a technology kit from PA Cyber that includes: • Dell Latitude 3340 laptop • Headset with microphone • VisTablet Pen and Pad (a digital tablet for drawing and writing) • Backpack with a pouch for a laptop • HP ink-jet printer with an ink cartridge and cable • Mouse (corded) • USB-C to USB-A adapter, and • TI-34 calculator Internet access is a requirement to participate in classes. If a student does not have an internet connection upon enrollment, they can sign up for service with a local service provider and receive a reimbursement from PA Cyber, or they can request a MiFi hotspot from the school. Most MiFi requests are granted due to

financial hardships or because high-speed Internet is not available in their area. As mentioned, PA Cyber reimburses students/families for their home internet connection; typically, up to \$50.00 per month. To qualify for reimbursement, the following criteria must be met:

- The student is enrolled fully or partially for the month(s) being requested
- The documentation provided includes proof of payment by the requestor
- The documentation provided includes proof of internet service
- The student/family was not issued a MiFi Families who receive a school MiFi are not eligible for ISP reimbursement.

**If spyware is installed on student computers, what type of spyware is used? Explain its purpose.**

In general, PA Cyber does not use spyware on school-issued computers. However, while not technically considered spyware, PA Cyber uses a software program called ActivTrak for a small subset of students; specifically, 50 students or less throughout the school year. ActivTrak is only installed on a student's laptop when requested by the Academic Advisor and approved by the Principal -- typically for bad student behavior. ActivTrak allows the student helpdesk to closely monitor the laptop, take periodic snapshots of the desktop, and block inappropriate content in addition to the content blocked by our DNS content filter, Zscaler. Zscaler is installed on all student laptops. PA Cyber also leverages Absolute on all student laptops. While it's not considered spyware, the software uses a GPS computer-tracking agent that allows PA Cyber to locate laptops when a laptop is lost or stolen, or when a student goes missing and PA Cyber is contacted by local authorities. Absolute can also be used to lock the computer rendering it unusable in the situations mentioned.

**How does the cyber charter school verify the authenticity of student work?**

PA Cyber ensures the authenticity of student work through a combination of systematic review, grading, and opportunities for feedback. Teachers utilize their professional judgment and experience to identify any irregularities or anomalies in student submissions. The challenge of maintaining academic integrity is particularly significant in a cyber environment due to the advancement of technologies that can facilitate academic dishonesty. PA Cyber addresses this challenge through strict adherence to its Student Code of Conduct and Honor Policy, which establishes clear expectations and consequences for student behavior and integrity. Furthermore, regular communication with students reinforces the importance of submitting original work.

**How are exams administered and proctored?**

Exams at PA Cyber are administered in various formats depending on the mode of instruction. For students in asynchronous or blended settings, exams may be completed independently and submitted through the Learning Management System (LMS) for grading. These exams can include a mix of auto-graded content and teacher-graded assignments, ensuring a comprehensive evaluation of student knowledge. In synchronous settings, exams are often administered during live classroom sessions, where teachers can directly proctor the exams. Standardized tests, such as the PSSA and Keystone exams, are



administered live, in-person and proctored by PA Cyber employees trained and certified for this purpose. This approach ensures the integrity and security of the examination process across all instructional modes.

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

The PA Cyber Student Records Department is responsible for processing all official records, both incoming and outgoing. These records are securely stored in the Genius Student Information System (SIS), which is backed up nightly to prevent data loss. Any records received via US Mail or fax are uploaded into Genius SIS and then securely destroyed through a professional document shredding service. PA Cyber will only release student records under the following conditions, unless an exception under FERPA applies:

- When requested by another school where the student is enrolled, or by a post-secondary institution where the student is applying.
- When requested by a parent or guardian with a signed release.
- When required by law. An unofficial transcript, which shows a student's courses, grades, and credits for work completed or in progress, can be requested by parents or guardians at any time to verify that all coursework is accurately recorded. Official transcripts, which reflect a student's academic status, are only available to agencies or institutions that submit a formal request.

• A final official transcript is only available after a student meets all graduation requirements.

It is not the policy of PA Cyber to send official transcripts to students, parents, or guardians. PA Cyber staff members who communicate directly with parents, guardians or students must verify identity before sharing information, either verbally or in writing. A FERPA Release must be completed by a legal parent or guardian before information is shared with anyone other than a legal parent or guardian. Only the Student Records Department distributes official school records. If any other PA Cyber staff member receives official records, they must send them to the Student Records Department for handling and upload.

**Upload a copy of the school's policy on cyber bullying**

AntiBullyingPolicy\_BOARD APPROVED\_2022 PA CYBER.pdf

## Truancy Policies

### **How is the “school day” defined?**

School days are determined by the academic calendar to fulfill the 180-day instruction requirement. Students must log into the system between 12:00 AM and 11:59 PM, Monday through Friday, when school is in session according to the academic calendar. For synchronous courses, students are required to log in and participate at the scheduled time. For asynchronous courses, students can access the system at any time within the 24-hour day.

### **How is student attendance for the day monitored and audited?**

Attendance is recorded and tracked in an end-user database log via Genius SIS and Agilix LMS. Attendance is monitored through a calendar accessible to staff, parents, and students, which provides a monthly view indicating the attendance status for each school day: Present, Unexcused, Excused, Excused-Parental, Excused-Medical, and Excused-Technology. End-user logs can be retrieved to audit and to verify access to the Genius SIS. The Agilix platform maintains a running log that timestamps a students' activity as they navigate the website. This activity history is viewable by staff, parents, and students

### **How are students held accountable for attendance?**

PA Cyber’s Student Attendance Policy is aligned with Pennsylvania’s Compulsory Attendance Law, requiring all students to attend school regularly. A School Attendance Improvement Plan (SAIP) is developed for all truant students, setting specific goals to address attendance issues. Failure to meet these goals, combined with continued absences, results in a progressive action plan. This plan may include, but is not limited to, guidance referrals, SAP referrals, community truancy programs, involvement of Children and Youth Services, truancy citations, and other appropriate actions. PA Cyber prioritizes implementing school-based and community supports to reduce or eliminate barriers to regular attendance. When necessary, legal actions and court involvement are also pursued. Students who accumulate ten consecutive unlawful absences without a valid excuse are withdrawn from PA Cyber’s active enrollment and are directed to immediately enroll in their local school district.

### **How are parents/guardians held accountable for their student’s attendance?**

PA Cyber strictly enforces Pennsylvania’s Compulsory Attendance Laws. An official notice of unlawful absences is sent to the student's home within ten days after the third unlawful absence. Parents are also invited to participate in a School Attendance Improvement Plan (SAIP) if their child accrues three unlawful absences. Subsequent absences are addressed through a progressive action plan. PA Cyber prioritizes the use of school-based and community supports to help reduce or eliminate barriers to regular attendance. When necessary, legal penalties and court involvement are also pursued.

**Upload attendance policy and all forms used to implement these policies**

Student Attendance Policy 2024-2025.pdf

Notification Letter - Third Unlawful Absence.pdf

Ten Consecutive Unlawful Absence Notification.pdf

Ten Consecutive Unlawful Absence Notification\_d5dd7d50.pdf

Ten Consecutive Unlawful Absence Removal From School Letter to Parent.pdf

Ten Consecutive Unlawful Absence Removal From School Letter to School District of Residence.pdf

**Upload truancy policy and all forms used to implement these policies**

Student Attendance Policy 2024-2025.pdf

**Upload withdrawal policy and all forms used to implement these policies**

Student Attendance Policy 2024-2025.pdf

**Explain in detail the processes and procedures the cyber charter school uses to notify a student's school district of residence of a student's truancy.**

PA Cyber is responsible for enforcing truancy consequences for actively enrolled students. If a student voluntarily withdraws and re-enrolls in their school district of residence, the student's records, including attendance history, will be provided to the district upon request. If a student is involuntarily withdrawn due to the accumulation of ten consecutive unlawful absences, the school district is notified of this action via U.S. postal mail. Additionally, the Attendance Department informs relevant district personnel, such as front office staff, the principal, guidance counselor, and/or home school visitors.

**How often has the cyber charter school provided such notification to resident school districts in the previous school year?**

Involuntarily withdrawals due to the accumulation of ten consecutive unlawful absences occurred on a weekly basis during the school year.

## Extracurricular Activities

**Does the cyber charter school maintain any agreements with local school districts regarding the participation of cyber charter school students in district extracurricular activities?**

No

**Does the cyber charter school host any social events for enrolled students?**

Yes

**Upload list of social events for enrolled students**

Social Events for Enrolled Students\_2fc22b00.pdf

**Are they available to all students?**

Yes

## School Safety

### Upload a copy of the school safety plan

Safety Plan 2024.pdf

**Describe the cyber charter school's Student Assistance Programs (SAP). Include information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.**

The Commonwealth of Pennsylvania's Student Assistance Program (SAP) helps school personnel identify issues or barriers that interfere with a student's success in school. The program is available to all students from Kindergarten through Grade 12. Barriers to student success may include one or more of the following: • alcohol, tobacco, or other drug use • social issues, including bullying, anxiety, and low self-esteem or motivation • mental health concerns such as depression, OCD, ADHD, and self-harm • family issues such as the death of a loved one, parental incarceration, divorce, military deployment, homelessness, or neglect • teen parenting, for both new mothers and new fathers The primary goal of SAP is to help K-12 students overcome these barriers so they may remain in school, develop stronger social and academic skills, and continue to advance their education. SAP's Approach The professionally trained SAP team members do not diagnose or treat students. Instead, they work closely with teachers, administrators, and families to identify students who are having difficulties, and they use all their resources to remove barriers to learning. SAP members often play the role of advocate, helping the student directly and acting as a valuable school resource contact for individual support. If the SAP team feels the problem lies outside of the scope of the school resources, they can also refer a student for a screening or assessment at a location in the student's community. Parent Involvement-It is the right of the student's parents or guardians to be involved in SAP's process, and they have full access to all school records under the applicable state and federal laws and regulations. Parental compliance is crucial. The sooner the SAP team receives the necessary permissions, the sooner they can help the student. The SAP Team-The SAP team may include administrators, school counselors, teachers, nurses, psychologists, prevention specialists, probation officers, drug and alcohol agency liaisons, and mental health agency liaisons. The services provided by this team are based on state guidelines, professional standards and policies, and procedures adopted by the PA Cyber School Board. Members of the SAP team are trained by a Commonwealth-approved provider in all phases of the student assistance process. As a result, SAP ensures there is effective collaboration among all agencies, complies with state and federal laws protecting the privacy rights of parents and students, and ensures recommended services are appropriate. Four Phases of the Student Assistance Process \*Referral-Anyone concerned about a student's behavior can refer that student to SAP, including any member of the school staff, a friend, a family member, or community member. A student can also go directly to the SAP team to ask for help. Before any action is taken, the SAP team contacts parents or guardians for permission to proceed with the SAP process. \*Team Planning-The SAP team gathers information about the student's school performance from adults who have contact with the student, and then additional information is collected from the parent or guardian. The team may have a conference with parents to discuss the data collected,

and they may also talk directly with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success.

\*Intervention and Recommendations-As the plan is put into action, the SAP team connects the student to in-school and/or community-based services and activities. At this time, the team may also recommend a drug and alcohol or mental health assessment. \*Support and Follow-Up-The SAP team continues to support the family and student, including monitoring all progress, re-evaluating when necessary, and mentoring and motivating the student to reach academic and social success. \*SAP Agreement-PA Cyber maintains an agreement with the PREVENTION NETWORK to provide support and resources to schools in identifying and addressing students' barriers to learning and success (i.e., substance abuse, mental health concerns, or behavioral challenges etc.).

**Upload agreements with county agencies to provide mental health and drug abuse counseling, if applicable.**

PA Cyber LOA AGREEMENT 2024-2025.docx.pdf

**Describe the cyber charter school's expectations for student behavior and discipline and how the cyber charter school's discipline policy complies with [Chapter 12 of the Pennsylvania Education Regulations, Title 22](https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter12/chap12toc.html), particularly with respect to due process for students.**

The outlined policy in PA Cyber's student handbook aligns with Chapter 12 of Title 22 of the Pennsylvania Code, which governs student rights and responsibilities, including due process for discipline. Chapter 12 emphasizes that student discipline must be reasonable, fair, and provide due process, particularly in cases involving suspension and expulsion. Here's how it aligns: Disciplinary Authority and Scope: The handbook describes rules that apply both on and off school grounds, aligning with PA's requirements for maintaining a safe educational environment, including for cyber schools, as stated in Chapter 12, Section 12.3. Schools have the authority to address behavior that disrupts the learning process or threatens school stability. Due Process for Suspensions and Expulsions: The handbook specifies that students and parents must be informed of suspensions and expulsions and are provided opportunities for informal and formal hearings. This aligns with Chapter 12, Sections 12.6 and 12.8, which require that students receive notice, an opportunity to respond, and that parents are informed of disciplinary actions. Special Provisions for Students with Disabilities: The section on special education aligns with Chapter 711 of the PA Code and IDEA (Individuals with Disabilities Education Act) requirements, ensuring due process protections for students with disabilities. The handbook's due process provisions and rules for misconduct are consistent with Chapter 12 of Title 22 of the PA Code.

**Upload a copy of the Student Handbook and/or other materials detailing behavior and consequences for students**

2024-2025 Student Handbook - Final.pdf

**List and explain the cyber charter school suspension and expulsion history for the past 3 years.**

|                  | <b>Number of Students Suspended</b> | <b>Number of Students Expelled</b> | <b>Explanation</b>                                                                                                                                                      |
|------------------|-------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2021-2022</b> | 0                                   | 0                                  | Discipline infractions during this school year did not rise to the level of suspension or expulsion according to PA Cyber’s Student Handbook and Code of Conduct Policy |
| <b>2020-2021</b> | 0                                   | 0                                  | Discipline infractions during this school year did not rise to the level of suspension or expulsion according to PA Cyber’s Student Handbook and Code of Conduct Policy |
| <b>2019-2020</b> | 0                                   | 0                                  | Discipline infractions during this school year did not rise to the level of suspension or expulsion according to PA Cyber’s Student Handbook and Code of Conduct Policy |

**Describe the interventions/processes in place to reduce the number of suspensions and expulsions.**

The PA Cyber Student Handbook and Code of Conduct Policy are reviewed annually by a core leadership team and approved by the School’s Cabinet and Board of Trustees. To provide a comprehensive approach to education, PA Cyber faculty and staff implement several strategies, beginning at enrollment and extending through graduation, to promote appropriate conduct. At the start of the school year, classroom expectations are reviewed by teachers, general expectations are communicated by administration during the Back-to-School Open House, and Academic Advisors outline expectations with students during Great Starts Day—mandatory for all new students and recommended for returning students. Principals also participate in Regional Office Kick-Off Events, offering face-to-face interactions with students and families to discuss their educational journey. Parents are regularly reminded of the importance of monitoring their children's academic, social, emotional, and behavioral needs. PA Cyber’s School Counselors proactively address student needs, while the Student Assistance Program works to remove barriers for at-risk youth. The attendance department also collaborates with students and families to ensure adherence to attendance expectations. Additionally, Academic Intervention Specialists at each grade level, K-5, 6-8, and 9-12, focus on supporting students at risk due to failing grades or falling behind

in coursework. Together, these strategies work collaboratively to address and minimize student suspensions and expulsions.

**Upload copies of the staff clearance protocols for:**

**Act 4 Background Checks**

Act 4 CLEARANCE REQUIREMENT PDE Charter Renewal.pdf

**Act 126 Child Abuse**

Act 126 Procedures PDE Charter Renewal.pdf

**Act 168 Employment History**

Act 168 Procedures PDE Charter Renewal.pdf

**Act 82 Lifetime Bans**

Act 24.82.168 Procedures.pdf

**Act 24 Reporting Arrests**

Act 24.82.168 Procedures.pdf

**Upload Suicide Awareness and Prevention Policy**

Pacyber-suicidepreventionpolicy1.pdf

**Upload Act 71 Youth Suicide Awareness and Prevention Plan**

PA CYBER \_Suicide Prevention Policy.pdf

**Upload a copy of the school's board-approved Health and Safety Requirements Policy**

Health Safety Policy.pdf



## Signature and Assurances

### Signatures and Assurances

#### Upload Board Affirmation Statement

CharterRenewal\_Affirmation.pdf

#### President, Board of Trustees

Board President signature can be found in the Uploaded Board Affirmation Statement.

#### Date

10/24/2024

#### Secretary, Board of Trustees

Board Secretary signature can be found in the Uploaded Board Affirmation Statement.

#### Date

10/24/2024

#### Chief Executive Officer

Brian Hayden

#### Date

2024-10-25

Complete the following information for all professional staff members.

| Staff No. | Name of employee (List all names in alphabetical order) | Areas of Certification Type of Certificate                                                                                                    | Grades Teaching or Serving | All Areas of Assignment Subject Areas Teaching or Services Provided | Number of Hours Worked in Assignment | Percentage of Time in Certified Position |
|-----------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------|--------------------------------------|------------------------------------------|
| 1         | Abbott, Katie                                           | Instructional<br>I_3100_9231_Grad<br>es 4-8 (All subjects<br>4-6, English<br>Language Arts and<br>Reading 7-<br>8)_Special<br>Education PK-12 | PK-12                      | (9225-Special Ed,<br>Resource PreK-12 (100%))                       | 1680                                 | 100                                      |
| 2         | Abel, Matthew                                           | Instructional<br>II_6800_Math 7-12                                                                                                            | 6-8                        | (2860-ML Math 7-9<br>(100%))                                        | 1680                                 | 100                                      |
| 3         | Adrian, Britney                                         | Instructional<br>I_2825_9231_Grad<br>es PK-4_Special<br>Education PK-12                                                                       | K-5                        | (2844-Elementary Primary<br>Grades 1-3 (100%))                      | 1680                                 | 100                                      |
| 4         | Aikey, Brenda                                           | Educational<br>Specialist<br>I_1890_School<br>Nurse PK-12                                                                                     | PK-12                      | (1890-School Nurse<br>(100%))                                       | 1680                                 | 100                                      |
| 5         | Allen, Jessica                                          | Instructional<br>II_8405_Biology 7-<br>12                                                                                                     | 9-12                       | (8405-Biology (100%))                                               | 1680                                 | 100                                      |
| 6         | Altman, Jessica                                         | Instructional<br>II_Endorsement_28<br>10_9226_1180_Ele<br>mentary K-<br>6_Special<br>Education PK-<br>8_Autism PK-12                          | K-5                        | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%))        | 1680                                 | 100                                      |
| 7         | Ames, John                                              | Instructional<br>II_3230_English 7-<br>12                                                                                                     | 6-8                        | (2850-ML English 7-9<br>(100%))                                     | 1680                                 | 100                                      |

|    |                     |                                                                                                                                                                                  |       |                                                              |      |     |
|----|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------|------|-----|
| 8  | Anastasio, Connie   | Instructional<br>II_6800_Math 7-12                                                                                                                                               | 6-8   | (2860-ML Math 7-9<br>(100%))                                 | 1680 | 100 |
| 9  | Anderson, Jane      | Instructional I<br>_2810_2840_2850<br>_2870_9226_Elem<br>entary K-6_Early<br>Childhood N-<br>3_MidLevel English<br>6-9_MidLevel<br>Citizenship 6-<br>9_Special<br>Education PK-8 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                | 1680 | 100 |
| 10 | Anitori, Gina       | Instructional<br>II_Endorsement_28<br>25_9226_1184_Gr<br>ades PK-4_Special<br>Education PK-<br>8_Online<br>Instruction<br>Program PK-12                                          | 6-8   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%)) | 1680 | 100 |
| 11 | Applegarth, Jessica | Instructional<br>II_6800_Math 7-12                                                                                                                                               | 6-8   | (2860-ML Math 7-9<br>(100%))                                 | 1680 | 100 |
| 12 | Arnold, Lisa        | Instructional<br>II_2860_9235_Mid<br>Level Math 6-<br>9_Mental and/or<br>Physical<br>Handicapped PK-12                                                                           | 6-8   | (9360-Special Ed, ML<br>Math (100%))                         | 1680 | 100 |
| 13 | Atkins, Emilee      | Instructional<br>II_2810_Elementar<br>y K-6                                                                                                                                      | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))               | 1680 | 100 |
| 14 | Atkinson, Cara      | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                                                                  | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                | 1680 | 100 |

|    |                     |                                                                                                           |      |                                                                             |      |     |
|----|---------------------|-----------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------|------|-----|
| 15 | Autieri, Jennifer   | Instructional<br>I_3230_9225_English 7-12_Special Education PK-12                                         | 6-8  | (2850-ML English 7-9 (100%))                                                | 1680 | 100 |
| 16 | Ayre, Charles       | Instructional<br>I_2810_Elementary K-6                                                                    | K-5  | (2845-Elementary , Intermediate Grades 4-6 (100%))                          | 1680 | 100 |
| 17 | Babington, Benjamin | Instructional<br>II_8875_9227_Social Studies 7-12_Special Education 7-12                                  | 6-8  | (2870-ML Social Studies 7-9 (100%))                                         | 1680 | 100 |
| 18 | Baker, Kerry        | Instructional<br>II_2810_Elementary K-6                                                                   | K-5  | (2844-Elementary Primary Grades 1-3 (100%))                                 | 1680 | 100 |
| 19 | Baker, Peyton       | Instructional<br>I_3230_English 7-12                                                                      | 6-8  | (2850-ML English 7-9 (100%))                                                | 1680 | 100 |
| 20 | Balko, Andrew       | Instructional<br>I_6800_8470_Math 7-12_Physics 7-12                                                       | 9-12 | (8468-Physical Science, Intermediate, 10-12 (50%)_8470-Physics 10-12 (50%)) | 1680 | 100 |
| 21 | Ballard, Christina  | Instructional<br>II_3230_English 7-12                                                                     | 6-8  | (2850-English 7-9 (100%))                                                   | 1680 | 100 |
| 22 | Barnes, Thomas      | Instructional<br>II_Administrative I_2860_8875_1115_MidLevel Math 6-9_Social Studies 7-12_Principal PK-12 | 9-12 | (8840-Geography 10-12 (100%))                                               | 1680 | 100 |

|    |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                              |      |     |
|----|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------|------|-----|
| 23 | Barris, Jerald   | Instructional<br>II_Administrative<br>II_Administrative_L<br>etter of<br>Eligibility_Supervis<br>ory_2810_2850_28<br>60_9225_1115_11<br>50_1160_2300_92<br>15_Elementary K-<br>6_MidLevel English<br>6-9_MidLevel Math<br>6-9_Special<br>Education PK-<br>12_Principal PK-<br>12_Superintendent<br>PK-12_IU Executive<br>Director PK-<br>12_Career and<br>Technical<br>Adminstrative<br>Director 7-<br>12_Supervisor<br>Special Education<br>PK-12 | 9-12  | (1105-Secondary Principal<br>(100%)          | 1680 | 100 |
| 24 | Bartman, Jillian | Educational<br>Specialist<br>I_1839_Elementary<br>& Secondary<br>School Counselor<br>PK-12                                                                                                                                                                                                                                                                                                                                                         | 9-12  | (1837-Secondary School<br>Counselor (100%)   | 1680 | 100 |
| 25 | Basile, Nicole   | Instructional<br>I_2825_9226_Grad<br>es PK-4_Special<br>Education PK-8                                                                                                                                                                                                                                                                                                                                                                             | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%) | 1680 | 100 |

|    |                  |                                                                                                                                                                        |       |                                                                              |      |     |
|----|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------|------|-----|
| 26 | Batting, Kathryn | Instructional<br>II_Administrative<br>I_3230_5600_8875<br>_1115_English 7-<br>12_Family<br>Consumer Science<br>PK-12_Social<br>Studies 7-<br>12_Principal PK-12        | PK-12 | (1106-Assistant/Vice<br>Secondary Principal<br>(100%)                        | 1680 | 100 |
| 27 | Battisti, Kevin  | Instructional<br>I_6800_Math 7-12                                                                                                                                      | 9-12  | (6800-Math 10-12 (100%)                                                      | 1680 | 100 |
| 28 | Batzli, Tracy    | Instructional<br>II_2810_2860_765<br>0_Elementary K-<br>6_MidLevel Math 6-<br>9_Reading<br>Specialist PK-12                                                            | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%)                                | 1680 | 100 |
| 29 | Beadle, Jared    | Instructional<br>I_2825_3200_3230<br>_7650_9226_Grad<br>es PK-<br>4_Communications<br>7-12_English 7-<br>12_Reading<br>Specialist PK-<br>12_Special<br>Education PK-12 | 6-8   | (2850-ML English 7-9<br>(50%)_3200-<br>English/Communications<br>10-12 (50%) | 1680 | 100 |
| 30 | Becker, Chris    | Instructional<br>II_Administrative<br>I_2810_9225_1115<br>_Elementary K-<br>6_Special<br>Education PK-<br>12_Principal PK-12                                           | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                                 | 1680 | 100 |
| 31 | Becker, Rachel   | Instructional<br>I_2825_9231_Grad<br>es PK-4_Special<br>Education PK-12                                                                                                | K-5   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%)                  | 1680 | 100 |

|    |                 |                                                                                                                                                  |       |                                                          |      |     |
|----|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------|------|-----|
| 32 | Beegle, Lindsey | Instructional<br>II_Supervisory_2810_7650_9225_9215_Elementary K-6_Reading Specialist PK-12_Special Education PK-12_Supervisor Special Education | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))               | 1680 | 100 |
| 33 | Behr, Jennifer  | Instructional<br>II_2810_Elementary K-6                                                                                                          | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))       | 1680 | 100 |
| 34 | Bell, Amanda    | Instructional<br>I_2810_2840_9225_Elementary K-6_Early Childhood Education N-3_Special Education PK-12                                           | 9-12  | (9375-Special Ed, Secondary Social Studies 10-12 (100%)) | 1680 | 100 |
| 35 | Bernardi, Karen | Instructional<br>I_2810_2840_Elementary K-6_Early Childhood N-3                                                                                  | K-5   | (2843-Kindergarten, age 5 (K5) (100%))                   | 1680 | 100 |
| 36 | Besong, Shawn   | Instructional<br>II_Letter of Equivalency_8875_1185_Social Studies 7-12_Master's Equivalency                                                     | 9-12  | (8845-History 10-12 (100%))                              | 1680 | 100 |
| 37 | Betzler, Casey  | Instructional<br>II_Endorsement_8875_1184_Social Studies 7-12_Online Instruction Program PK-12                                                   | 6-8   | (2870-ML Social Studies 7-9 (100%))                      | 1680 | 100 |

|    |                    |                                                                                                                                                                                                |       |                                                                 |      |     |
|----|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------|------|-----|
| 38 | Bevins, Justine    | Instructional<br>II_2810_8440_922<br>5_Elementary K-<br>6_Earth and Space<br>Science_Special<br>Education PK-12                                                                                | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                    | 1680 | 100 |
| 39 | Biega, Cary        | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                                                                                | K-5   | (2843-Kindergarten, age 5<br>(K5) 100%                          | 1680 | 100 |
| 40 | Bittner, Lyndsay   | Instructional<br>I_Educational<br>Specialist<br>I_2810_2840_1836<br>_1839_Elementary<br>K-6_Early<br>Childhood N-<br>3_Elementary<br>School Counselor K-<br>6_Elementary &<br>Secondary School | K-5   | (1836-Elementary School<br>Counselor (100%)                     | 1680 | 100 |
| 41 | Bivona, Stephanie  | Instructional<br>II_8875_Social<br>Studies 7-12                                                                                                                                                | 9-12  | (8845-History 10-12<br>(50%)_8875-Social Studies<br>10-12 (50%) | 1680 | 100 |
| 42 | Black, Jessica     | Instructional<br>II_2825_9226_Gra<br>des PK-4_Special<br>Education PK-8                                                                                                                        | K-5   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%)     | 1680 | 100 |
| 43 | Blackmore, Nichole | Instructional<br>II_2825_3100_922<br>6_Grades PK-<br>4_Grades 4-8 (All<br>subjects 4-6 Math<br>7-8)_Special<br>Education PK-8                                                                  | 6-8   | (9360-Special Ed, ML<br>Math 7-9 (100%)                         | 1680 | 100 |



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|----|-----------------|------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------|------|-----|
| 44 | Blanker, Brian  | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                                          | K-5  | (2845-Elementary , Intermediate Grades 4-6 (100%)) | 1680 | 100 |
| 45 | Booher, Carie   | Instructional<br>II_Supervisory_2810_2850_2915_Elementary K-6_MidLevel English 6-9_Supervisor Curriculum & Instruction PK-12 | K-5  | (2845-Elementary , Intermediate Grades 4-6 (100%)) | 1680 | 100 |
| 46 | Boord, Robert   | Instructional<br>I_8875_Social Studies 7-12                                                                                  | 6-8  | (2870-ML Social Studies 7-9 (100%))                | 1680 | 100 |
| 47 | Bowers, Mary    | Instructional<br>II_2810_Elementary K-6                                                                                      | K-5  | (2844-Elementary Primary Grades 1-3 (100%))        | 1680 | 100 |
| 48 | Boyde, Julie    | Instructional<br>I_2810_2840_Elementary K-6_Early Childhood N-3                                                              | K-5  | (2844-Elementary Primary Grades 1-3 (100%))        | 1680 | 100 |
| 50 | Boyer, Kaitlynn | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                                         | 6-8  | (9350-Special Ed, ML English 7-9 (100%))           | 1680 | 100 |
|    | Boyer, Sandra   | Instructional<br>II_7205_Music PK-12                                                                                         | 9-12 | (7202-Music, Secondary 7-12 (100%))                | 1680 | 100 |
|    | Braun, Michaela | Instructional<br>II_2810_7650_Elementary K-6_Reading Specialist PK-12                                                        | K-5  | (2845-Elementary , Intermediate Grades 4-6 (100%)) | 1680 | 100 |

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|--------------|--------------------|------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------|------|-----|
| Total Number | Bridge, Jessica    | Instructional<br>II_2825_3230_7650_9226_Grades PK-4_English 7-12_Reading Specialist PK-12_Special Education PK-8 | K-5   | (9340-Special Ed, Elementary Subjects, PreK-6 (100%)) | 1680 | 100 |
| Total Number | Brittner, Andrea   | Instrucational<br>I_2825_7650_9226_Grades PK-4_Reading Specialist PK-12_Special Education PK-8                   | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))            | 1680 | 100 |
| Total Number | Bryan, Sara        | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                              | K-5   | (9340-Special Ed, Elementary Subjects, PreK-6 (100%)) | 1680 | 100 |
|              | Bryson, Carly      | Instructional<br>I_2825_9226_Grades PK-4_Special Education PK-8                                                  | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))            | 1680 | 100 |
| 3 Market Str | Buck, Jared        | Instructional<br>I_4805_Health & Physical Education PK-12                                                        | PK-12 | (4817-Physical Education (100%))                      | 1680 | 100 |
|              | Burke, Marissa     | Instrucational<br>I_2825_Grades PK-4                                                                             | K-5   | (2844-Elementary Primary Grades 1-3 (100%))           | 1680 | 100 |
|              | Burket, Mandy      | Instructional<br>II_Administrative<br>I_2810_1115_Elementary K-6_Principal PK-12                                 | K-5   | (2844-Elementary Primary Grades 1-3 (100%))           | 1680 | 100 |
|              | Burkhead, Kathleen | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                              | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))    | 1680 | 100 |

|                  |                                                                                                                                                                                                                                                                                   |      |                                             |      |     |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------|------|-----|
| Butler, Erin     | Instructional<br>II_8420_8450_8470_Chemistry 7-12_General Science 7-12_Physics 7-12                                                                                                                                                                                               | 9-12 | (8470-Physics 10-12 (100%))                 | 1680 | 100 |
| Campbell, Elaina | Instructional<br>II_Supervisory_Administrative<br>I_2825_3100_7205_9226_9227_9215_1115_Grades 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 | 100 |
| Canavesi, Jordan | Instructional<br>II_Administrative_2810_1115_Elementary K-6_Principal PK-12                                                                                                                                                                                                       | K-5  | (2844-Elementary Primary Grades 1-3 (100%)) | 1680 | 100 |
| Carland, Allison | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                                                                                                                                                                                              | 6-8  | (9360-Special Ed, ML Math 7-9 (100%))       | 1680 | 100 |

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|------------------|----------------------------------------------------------------------------------------|-------|-------------------------------------------------------------|------|-----|
| Carney, Kimberly | Educational Specialist<br>I_1839_Elementary & Secondary School Counselor<br>PK-12      | PK-12 | (9900-Other not listed above (certificated personnel) 100%) | 1680 | 100 |
| Carr, Sarah      | Instructional<br>II_6800_Math 7-12                                                     | 6-8   | (2860-ML Math 7-9 (50%)(6800-Math 10-12 (50%))              | 1680 | 100 |
| Carson, Nicole   | Instructional<br>II_2825_2826_9226_Grades PK-4_Grades 5-6_Special Education PK-8       | K-5   | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))       | 1680 | 100 |
| Charlton, Susan  | Instructional<br>II_6800_Math 7-12                                                     | 9-12  | (6800-Math 10-12 (100%))                                    | 1680 | 100 |
| Checkan, Amy     | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                    | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                  | 1680 | 100 |
| Checkan, Meghan  | Instructional<br>II_2810_9226_Elementary K-6_Special Education PK-8                    | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                  | 1680 | 100 |
| Cheddar, Erin    | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                    | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                  | 1680 | 100 |
| Cherok, Kinsey   | Instructional<br>II_2810_3230_9225_Elementary K-6_English 7-12_Special Education PK-12 | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                  | 1680 | 100 |

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| Chevalier, Megan           | Instructional<br>I_2810_2860_Elementary K-6_MidLevel Math 6-9                                                                                                                                                                                                             | 6-8   | (2860-ML Math 7-9 (100%))                                         | 1680 | 100 |
| Chismar, Jessica           | Instructional<br>II_2810_Elementary K-6                                                                                                                                                                                                                                   | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))                | 1680 | 100 |
| Chrisman, Bradley          | Instructional<br>I_6800_Math 7-12                                                                                                                                                                                                                                         | 9-12  | (6800-Math 10-12 (100%))                                          | 1680 | 100 |
| Cilli, Joel                | Instructional<br>I_3230_6075_English 7-12_Technology Education PK-12                                                                                                                                                                                                      | 9-12  | (9900-Other not listed above (certificated personnel) 100%)       | 1680 | 100 |
| Cipriano-Ortiz, Clarabelle | Instructional<br>II_Program Specialist_2810_4499_Elementary 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 | 100 |
| Clites, Sarah              | Instructional<br>II_3230_English 7-12                                                                                                                                                                                                                                     | 9-12  | (3200-English/Communication 10-12 (100%))                         | 1680 | 100 |
| Coble, Janine              | Instructional<br>I_8405_9225_Biology 7-12_Special Education PK-12                                                                                                                                                                                                         | 9-12  | (9385-Special Ed, Secondary Science 10-12 (100%))                 | 1680 | 100 |

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| Colaberardino, Jena | Educational Specialist<br>I_1836_1837_Elementary School Counselor K-6_Secundary School Counselor 7-12                                                           | PK-12 | (9900-Other not listed above (certificated personnel) 100%) | 1680 | 100 |
| Colantoni, Marci    | Instructional<br>II_2840_9225_Early Childhood N-3_Special Education PK-12                                                                                       | K-5   | (2844-Elementary Primary Grades 1-3 (100%))                 | 1680 | 100 |
| Colavecchia, Brooke | Instructional<br>II_2810_Elementary K-6                                                                                                                         | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))          | 1680 | 100 |
| Colbert, Kate       | Instructional<br>I_2825_9226_Grades PK-4_Special Education PK-8                                                                                                 | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))          | 1680 | 100 |
| Collins, Kimberly   | Instructional<br>II_Administrative<br>II_2810_2860_2880_9225_1115_Elementary K-6_MidLevel Math 6-9_MidLevel Science 6-9_Special Education PK-12_Principal PK-12 | PK-12 | (1112-Assistant/Vice MS Principal (100%))                   | 1680 | 100 |
| Conjeski, Whitney   | Instructional<br>II_8875_Social Studies 7-12                                                                                                                    | 9-12  | (8845-History 10-12 (50%)_8875-Social Studies 10-12 (50%))  | 1680 | 100 |
| Corak, Vickey       | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                                                                             | 6-8   | (9360-Special Ed, ML Math 7-9 (100%))                       | 1680 | 100 |

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| Corman, Kelli       | Instructional<br>II_Letter of<br>Equivalency_2810_<br>1185_Elementary K-<br>6_Masters's<br>Equivalency                                     | K-5   | (2844-Elementary,<br>Primary Grades 1-3<br>(100%)                                       | 1680 | 100 |
| Costellic, Rose     | Educational<br>Specialist<br>I_1890_School<br>Nurse PK-12                                                                                  | PK-12 | (1890-School Nurse<br>(100%)                                                            | 1680 | 100 |
| Cottingham, Rebecca | Instructional<br>II_Supervisory_840<br>5_8420_2915_Biol<br>ogy 7-<br>12_Chemistry 7-<br>12_Supervisor<br>Curriculum &<br>Instruction PK-12 | 9-12  | (8405-Biology (100%)                                                                    | 1680 | 100 |
| Cowell, Brandon     | Instructional<br>I_3230_English 7-<br>12                                                                                                   | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)                                         | 1680 | 100 |
| Cox, William        | Instructional<br>II_8875_Social<br>Studies 7-12                                                                                            | 9-12  | (8845-History 10-12<br>(25%)_8875-Social Studies<br>10-12 (75%)                         | 1680 | 100 |
| Coyne, Kristy       | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                            | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                                            | 1680 | 100 |
| Crawford, Meagan    | Instructional<br>II_2825_9226_Gra<br>des PK-4_Special<br>Education PK-8                                                                    | 6-8   | (2064-Special Ed, Life<br>Skills, Autistic and<br>Multiple-Disability<br>Support (100%) | 1680 | 100 |
| Crook, Ashley       | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                                                 | 6-8   | (9360-Special Ed, ML<br>Math 7-9 (100%)                                                 | 1680 | 100 |
| Crouse, Janet       | Educational<br>Specialist<br>II_1890_School<br>Nurse PK-12                                                                                 | PK-12 | (1890-School Nurse<br>(100%)                                                            | 1680 | 100 |

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| Crow, Christine     | Instructional<br>II_Administrative<br>II_8825_8865_111<br>5_Citizenship 7-<br>12_Social Science 7-<br>12_Principal PK-12 | PK-12 | (2915-Supervisor,<br>Curriculum and<br>Instruction (100%) | 1680 | 100 |
| Cunningham, Ronald  | Instructional<br>I_8875_Social<br>Studies 7-12                                                                           | 9-12  | (8830-Economics<br>(25%)_8842-Government<br>10-12 (75%)   | 1680 | 100 |
| Curry, Bridget      | Instructional<br>II_8405_Biology 7-<br>12                                                                                | 9-12  | (8405-Biology (100%)                                      | 1680 | 100 |
| D'Amico, Melissa    | Instructional<br>II_6800_Math 7-12                                                                                       | 6-8   | (2860-ML Math 7-9<br>(100%)                               | 1680 | 100 |
| D'Arcangelo, Peter  | Instructional<br>II_2810_Elementar<br>y K-6                                                                              | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)   | 1680 | 100 |
| Darlington, Abraham | Instructional<br>II_8405_8420_844<br>0_Biology 7-<br>12_Chemistry 7-<br>12_Earth and<br>Space Science 7-12               | 9-12  | (8441-Earth and Space<br>Science, Intermediate<br>(100%)  | 1680 | 100 |
| Davidson, Alan      | Instructional<br>I_2810_2850_2870<br>_Elementary K-<br>6_ML English 6-<br>9_ML Citizenship 6-<br>9                       | 6-8   | (2870-ML Social Studies 7-<br>9 (100%)                    | 1680 | 100 |
| Davidson, Bryan     | Instructional<br>II_3230_8875_Engl<br>ish 7-12_Social<br>Studies 7-12                                                    | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)           | 1680 | 100 |



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| Davies, Lindsey       | Educational Specialist<br>II_1839_Elementary-Secondary School Counselor PK-12                         | K-5   | (1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%)) | 1680 | 100 |
| Davies, Mara          | Instructional<br>II_2810_Elementary K-6                                                               | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))                              | 1680 | 100 |
| Davis, Nicole         | Instructional<br>II_Administrative<br>I_6800_1115_Math 7-12_Principal PK-12                           | 6-8   | (2860-ML Math 7-9 (100%))                                                       | 1680 | 100 |
| DeArment, Erica       | Instructional<br>I_2825_9226_9229_Grades PK-4_Special Education PK-8_Special Education Expansion 7-12 | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                      | 1680 | 100 |
| Deluca, Alyssa        | Instructional<br>II_2810_Elementary K-6                                                               | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))                              | 1680 | 100 |
| DeRose, Brooke        | Instrucational<br>I_2825_9226_Grades PK-4_Special Education PK-8                                      | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                      | 1680 | 100 |
| DeVincentis, Patricia | Instructional<br>I_4810_8405_8450_Health PK-12_Biology 7-12_General Science 7-12                      | 6-8   | (2880-ML Science 7-9 (100%))                                                    | 1680 | 100 |
| DeWitt, Justin        | Instructional<br>II_9225_Special Education PK-12                                                      | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                      | 1680 | 100 |

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| DiDonato, Kristen    | Instructional<br>II_Program<br>Specialist_2810_28<br>40_7650_4499_Elementary K-6_Early<br>Childhood N-<br>3_Reading<br>Specialist PK-<br>12_English as a<br>Second Language<br>(ESL) PK-12 | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%)           | 1680 | 100 |
| Dinaples, Julie      | Instructional<br>II_3230_English 7-<br>12                                                                                                                                                  | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)         | 1680 | 100 |
| Dioguardi, Christine | Instructional<br>I_2810_2850_Elementary K-<br>6_MidLevel English<br>6-9                                                                                                                    | 6-8   | (2850-ML English 7-9<br>(100%)                          | 1680 | 100 |
| Docherty, Ian        | Instructional<br>I_Administrative<br>II_2860_3230_642<br>0_8875_1115_Mid<br>Level Math 6-<br>9_English 7-<br>12_Library Science<br>PK-12_Social<br>Studies 7-<br>12_Principal PK-12        | PK-12 | (1106-Assistant/Vice<br>Secondary Principal<br>(100%)   | 1680 | 100 |
| Docherty, Ian        | Instructional<br>I_2825_9226_Grad<br>es PK-4_Special<br>Education PK-12                                                                                                                    | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)            | 1680 | 100 |
| Dodd, Lori           | Instructional<br>II_2810_Elementary<br>K-6                                                                                                                                                 | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%) | 1680 | 100 |

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|-------------------|-----------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------|------|-----|
| Douglass, Lindsey | Instructional<br>II_2860_8875_922<br>5_MidLevel Math 6-<br>9_Social Studies 7-<br>12_Special<br>Education PK-12 | 9-12 | (8845-History 10-12<br>(50%)_8875-Social Studies<br>10-12 (50%)) | 1680 | 100 |
| Dunlap, Jonathan  | Instructional<br>II_8875_Social<br>Studies 7-12                                                                 | 6-8  | (2870-ML Social Studies 7-<br>9 (100%))                          | 1680 | 100 |
| Dunlap, Krystal   | Instructional<br>II_2810_6800_922<br>5_Elementary K-<br>6_Math 7-<br>12_Special<br>Education PK-12              | 9-12 | (6800-Math 10-12 (100%))                                         | 1680 | 100 |
| Dunst, Amanda     | Instructional<br>II_Administrative<br>I_8875_1115_Socia<br>l Studies 7-<br>12_Principal PK-12                   | 9-12 | (8875-Social Studies 10-12<br>(100%))                            | 1680 | 100 |
| Duran, Allison    | Instructional<br>II_8875_Social<br>Studies 7-12                                                                 | 9-12 | (8875-Social Studies 10-12<br>(100%))                            | 1680 | 100 |
| Durbin, Cassandra | Instructional<br>I_6800_Math 7-12                                                                               | 6-8  | (2860-ML Math 7-9<br>(100%))                                     | 1680 | 100 |
| Eaton, Cory       | Instructional<br>I_8875_Social<br>Studies 7-12                                                                  | 6-8  | (2870-ML Social Studies 7-<br>9 (100%))                          | 1680 | 100 |

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------|------|-----|
| Eckels, Kara      | Instructional<br>II_2825_3100_3100_3230_8875_9226_9227_7650_Grades 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 | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))  | 1680 | 100 |
| Ellis, Tyler      | Instructional<br>I_2810_2880_Elementary K-6_MidLevel Science 6-9                                                                                                                                                                                                                                   | 6-8   | (2880-ML Science 7-9 (100%))                | 1680 | 100 |
| Erickson, Loriann | Instructional<br>II_Administrative II_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education                                                                                                                                       | PK-12 | (9215-Supervisor, Special Education (100%)) | 1680 | 100 |
| Estel, Brianna    | Instructional<br>II_3230_8875_9225_English 7-12_Social Studies 7-12_Special Education PK-12                                                                                                                                                                                                        | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))  | 1680 | 100 |

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| Fath, Jenny         | Instructional<br>II_2810_2840_922<br>5_Elementary K-<br>6_Early Childhood<br>N-3_Special<br>Education PK-12                                                                                                                                                                                        | PK-12 | (2064-Special Ed, Life Skills, Autistic and Multiple-Disability Support (100%)) | 1680 | 100 |
| Fath, Virginia      | Educational<br>Specialist<br>I_1890_School<br>Nurse PK-12                                                                                                                                                                                                                                          | PK-12 | (1890-School Nurse (100%))                                                      | 1680 | 100 |
| Fauzey, Claire      | Instructional<br>II_Educational<br>Specialist<br>I_Administrative I<br>_2850_2860_3200<br>_8875_1836_1837<br>_1115_MidLevel<br>English 6-<br>9_MidLevel Math 6-<br>9_Communications<br>7-12_Social Studies<br>7-12_Elementary<br>Counselor K-<br>6_Secondary<br>Counselor 7-<br>12_Principal PK-12 | 6-8   | (2860-ML Math 7-9 (100%))                                                       | 1680 | 100 |
| Felbinger, Mark     | Instructional<br>II_2810_2870_Ele<br>mentary K-<br>6_MidLevel<br>Citizenship 6-9                                                                                                                                                                                                                   | 6-8   | (2870-ML Social Studies 7-9 (100%))                                             | 1680 | 100 |
| Fennig, Christopher | Instructional<br>II_8420_Chemistry<br>7-12                                                                                                                                                                                                                                                         | 9-12  | (8420-Chemistry (100%))                                                         | 1680 | 100 |
| Ferraro, Rebecca    | Instructional<br>I_3230_9227_Engli<br>sh 7-12_Special<br>Education 7-12                                                                                                                                                                                                                            | 9-12  | (3200-English 10-12 (100%))                                                     | 1680 | 100 |

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| Fetterman, Jessica | Instructional<br>II_Administrative<br>I_6800_1115_Mat<br>h 7-12_Principal PK-<br>12                         | PK-12 | (1106-Assistant/Vice<br>Secondary Principal<br>(100%)   | 1680 | 100 |
| Finegan, Virginia  | Instructional<br>II_2810_2860_680<br>0_Elementary K-<br>6_MidLevel Math 6-<br>9_Math 7-12                   | 9-12  | (6800-Math 10-12 (100%)                                 | 1680 | 100 |
| Fisher, Julie      | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                             | 6-8   | (9360-Special Education,<br>ML Math 7-9 (100%)          | 1680 | 100 |
| Flaugh, Jennifer   | Instructional<br>II_8405_8450_Biol<br>ogy 7-12_General<br>Science 7-12                                      | 9-12  | (8405-Biology (100%)                                    | 1680 | 100 |
| Flora, Brittny     | Instructional<br>II_1603_2810_Busi<br>ness Computer Info<br>Tech PK-<br>12_Elementary K-6                   | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%) | 1680 | 100 |
| Ford, Thomas       | Instructional<br>I_2810_2850_9225<br>_Elementary K-<br>6_MidLevel English<br>6-9_Special<br>Education PK-12 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)            | 1680 | 100 |
| Forse, Katie       | Instructional<br>I_8405_Biology 7-<br>12                                                                    | 9-12  | (8405-Biology (100%)                                    | 1680 | 100 |
| Forshee, Julie     | Instructional<br>II_6800_Math 7-12                                                                          | 6-8   | (2860-ML Math 7-9<br>(100%)                             | 1680 | 100 |
| Forton, Emma       | Instructional<br>II_6800_Math 7-12                                                                          | 9-12  | (6800-Math 10-12 (100%)                                 | 1680 | 100 |

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| Fox, John           | Instructional<br>I_6800_Math 7-12                                                                                                                                                                                                   | 6-8   | (2860-ML Math 7-9<br>(100%))                                                             | 1680 | 100 |
| Frederick, Shannon  | Instructional<br>II_2810_Elementary<br>K-6                                                                                                                                                                                          | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))                                           | 1680 | 100 |
| Frem, Maria         | Instructional<br>I_3100_9226_Grad<br>es 4-8 (All subjects<br>4-6, Science 7-<br>8)_Special<br>Education PK-8                                                                                                                        | 6-8   | (2064-Special Ed, Life<br>Skills, Autistic and<br>Multiple-Disability<br>Support (100%)) | 1680 | 100 |
| Frioni, Elizabeth   | Instructional<br>I_6800_Math 7-12                                                                                                                                                                                                   | 6-8   | (2860-ML Math 7-9<br>(100%))                                                             | 1680 | 100 |
| Fritz, Sarah        | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                                                                                                                                          | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                                            | 1680 | 100 |
| Galbreath, Kathleen | Instructional<br>II_2810_Elementar<br>y K-6                                                                                                                                                                                         | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))                                           | 1680 | 100 |
| Garber, Jennifer    | Instructional<br>II_8405_Biology 7-<br>12                                                                                                                                                                                           | 9-12  | (8405-Biology (100%))                                                                    | 1680 | 100 |
| Gardner, Lindsay    | Instructional<br>II_Supervisory_<br>Administrative I<br>_2810_7650_9225<br>_9215_1115_Elem<br>entary K-6_Reading<br>Specialist PK-<br>12_Supervisor of<br>Special Education<br>PK-12_Special<br>Education PK-<br>12_Principal PK-12 | PK-12 | (9215-Supervisor, Special<br>Education (100%))                                           | 1680 | 100 |

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| Garrison, Joseph     | Instructional<br>II_Administrative<br>I_3200_8875_1115<br>_Communications<br>7-12_Social Studies<br>7-12_Principal PK-<br>12 | 9-12  | (8845-History 10-12<br>(100%)                                                             | 1680 | 100 |
| Gaul, Shannon        | Instructional<br>I_2810_Elementary<br>K-6                                                                                    | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)                                   | 1680 | 100 |
| Gelzheiser, Benjamin | Instructional<br>II_Administrative<br>I_3230_8875_1115<br>_English 7-<br>12_Social Studies 7-<br>12_Principal PK-12          | 9-12  | (8860-Psychology, Social<br>or Behavioral Science<br>(50%)/8880-Sociology 10-<br>12 (50%) | 1680 | 100 |
| Gianvito, Nicole     | Instructional<br>II_Administrative<br>II_3200_3230_111<br>5_Communications<br>7-12_English 7-<br>12_Principal PK-12          | PK-12 | (1111-Middle School<br>Principal (100%)                                                   | 1680 | 100 |
| Giering, Laura       | Instructional<br>II_2825_7650_922<br>6_Grades PK-<br>4_Reading<br>Specialist PK-<br>12_Special<br>Education PK-8             | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                                              | 1680 | 100 |
| Gill, Nicole         | Instructional<br>II_2810_7650_Ele<br>mentary K-<br>6_Reading<br>Specialist PK-12                                             | K-5   | (2843-Kindergarten, age 5<br>(K5) (100%)                                                  | 1680 | 100 |
| Glass, Lindsay       | Instructional<br>II_2810_2840_Ele<br>mentary K-6_Early<br>Childhood N-3                                                      | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)                                   | 1680 | 100 |



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| Gogia, Jessica    | Instructional<br>I_2810_Elementary<br>K-6                                                                                                                                                                                                                                                                                  | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)                | 1680 | 100 |
| Grable, Kate      | Instructional<br>II_2810_Elementar<br>v K-6                                                                                                                                                                                                                                                                                | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)                | 1680 | 100 |
| Grandinetti, Marc | Instructional<br>I_3230_English 7-<br>12                                                                                                                                                                                                                                                                                   | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)                        | 1680 | 100 |
| Gratteri, Emily   | Instructional<br>II_2810_Elementar<br>v K-6                                                                                                                                                                                                                                                                                | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)                | 1680 | 100 |
| Gratz, Peter      | Instructional<br>I_8450_8875_Gene<br>ral Science 7-<br>12_Social Studies 7-<br>12                                                                                                                                                                                                                                          | 6-8   | (2880-ML Science 7-9<br>(100%)                                         | 1680 | 100 |
| Griffey, Brenden  | Instructional<br>I_2810_Elementary<br>K-6                                                                                                                                                                                                                                                                                  | K-5   | (9900-Other not listed<br>above (certificated<br>personnel) 100%)      | 1680 | 100 |
| Grimm, Amanda     | Instructional<br>II_2810_Elementar<br>v K-6                                                                                                                                                                                                                                                                                | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)                | 1680 | 100 |
| Grinnik, Katelyn  | Instructional<br>I_Program<br>Specialist_2810_44<br>99_Elementary K-<br>6_English as a<br>Second Language<br>(ESL) PK-12 (Not<br>HQ because the<br>state change<br>criteria 2019/2020<br>SY requiring ESL<br>Certification and<br>content<br>certification;<br>teaching HS and<br>only has<br>Elementary<br>Certification) | PK-12 | (4499-ESL, K-12 Resource<br>(Take student out for<br>language support) | 1680 | 100 |

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| Grise, Julia       | Instructional II_Supervisory_2880_6800_2915_MidLevel Science 6-9_Math 7-12_Supervisor Curriculum & Instruction PK-12 | 6-8   | (9999-Other not listed above (non-certificated personnel) 100%) | 1680 | 100 |
| Guido, Jason       | Instructional II_8875_Social Studies 7-12                                                                            | 9-12  | (8875-Social Studies 10-12 (100%))                              | 1680 | 100 |
| Gural, Janice      | Instructional II_2810_2860_Elementary K-6_MidLevel Math 6-9                                                          | 6-8   | (2860-ML Math 7-9 (100%))                                       | 1680 | 100 |
| Guthrie, Taylor    | Instructional II_2825_9226_Grades PK-4_Special Education PK-8                                                        | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                      | 1680 | 100 |
| Hainaut, Elizabeth | Instructional I_3230_8875_9227_English 7-12_Social Studies 7-12_Special Education 7-12                               | 9-12  | (9355-Special Ed, Secondary English 10-12 (100%))               | 1680 | 100 |

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| Hambleton, Emily     | Instructional<br>II_1603_1657_607<br>5_6800_8405_842<br>0_8470_8875_922<br>7_Business<br>Computer Info<br>Tech PK-<br>12_Computer<br>Science 7-<br>12_Technology<br>Education PK-<br>12_Math 7-<br>12_Biology 7-<br>12_Chemistry 7-<br>12_Physics 7-<br>12_Social Studies 7-<br>12_Special | 9-12 | (8405-Biology (50%)_2121-<br>Computer Technology<br>(50%)    | 1680 | 100 |
| Harvey, Matthew      | Instructional<br>II_8440_Earth and<br>Space Science 7-12                                                                                                                                                                                                                                   | 6-8  | (8441-Earth and Space<br>Science, Intermediate 7-9<br>(100%) | 1680 | 100 |
| Harvey, Megan        | Instructional<br>I_4810_8405_8450<br>_Health PK-<br>12_Biology 7-<br>12_General<br>Science 7-12                                                                                                                                                                                            | 6-8  | (8441-Earth and Space<br>Science, Intermediate 7-9<br>(100%) | 1680 | 100 |
| Haus, Beth           | Instructional<br>II_2810_3230_922<br>5_Elementary K-<br>6_English 7-<br>12_Special<br>Education PK-12                                                                                                                                                                                      | 6-8  | (9350-Special Ed, ML<br>English 7-9 (100%)                   | 1680 | 100 |
| Hawthorne, Christine | Instructional<br>II_6800_Math 7-12                                                                                                                                                                                                                                                         | 6-8  | (2860-ML Math 7-9<br>(100%)                                  | 1680 | 100 |
| Helf, Kristin        | Instructional<br>II_2810_3230_922<br>5_Elementary K-<br>6_English 7-<br>12_Special<br>Education PK-12                                                                                                                                                                                      | 6-8  | (9350-Special Ed, ML<br>English 7-9 (100%)                   | 1680 | 100 |

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| Herman, Kimberly      | Instructional<br>II_8875_Social<br>Studies 7-12                                                                                                                                                                                                                 | 9-12 | (8875-Social Studies 10-12<br>(100%))            | 1680 | 100 |
| Hersperger, Christine | Instructional<br>II_3230_English 7-<br>12                                                                                                                                                                                                                       | 9-12 | (3200-<br>English/Communication<br>10-12 (100%)) | 1680 | 100 |
| Heymann, Meghan       | Instructional<br>I_3100_3100_8450<br>_Grades 4-8 (all<br>subjects 4-6; Math<br>7-8)_Grades 4-8<br>(All subjects 4-6;<br>science 7-<br>8)_General Science<br>7-12                                                                                                | 9-12 | (8420-Chemistry (100%))                          | 1680 | 100 |
| Hiles, Laurie         | Instructional<br>II_8420_Chemistry<br>7-12                                                                                                                                                                                                                      | 6-8  | (2880-ML Science 7-9<br>(100%))                  | 1680 | 100 |
| Hills, Elizabeth      | Instructional<br>II_8440_8450_Eart<br>h and Space<br>Science 7-<br>12_General<br>Science 7-12                                                                                                                                                                   | 6-8  | (2880-ML Science 7-9<br>(100%))                  | 1680 | 100 |
| Hinden, Nicole        | Instructional<br>II_Educational<br>Specialist<br>I_Administrative<br>I_2810_2850_2870<br>_3230_1825_1115<br>_Elementary K-<br>6_MidLevel English<br>6-9_MidLevel<br>Citizenship 6-<br>9_English 7-12_Inst<br>Technology<br>Specialist PK-<br>12_Principal PK-12 | 9-12 | (3200-<br>English/Communication<br>10-12 (100%)) | 1680 | 100 |

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| Hipolit, Olivia    | Instructional<br>II_2880_4810_4820_6420_8405_8450_MidLevel Science<br>6-9_Health PK-12_Environmental Education PK-12_Library Science<br>PK-12_Biology 7-12_General Science 7-12 | 9-12  | (8405-Biology (100%))                              | 1680 | 100 |
| Hissam, Michael    | Instructional<br>II_3230_English 7-12                                                                                                                                           | PK-12 | (1178-Supervisor, Gifted Programs (100%))          | 1680 | 100 |
| Hockensmith, Emily | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                                                                                            | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))         | 1680 | 100 |
| Hockman, Ronald    | Educational Specialist<br>II_1875_School Psychologist PK-12                                                                                                                     | PK-12 | (1875-School Psychologist (100%))                  | 1680 | 100 |
| Hodgson, Angela    | Instructional<br>I_Endorsement_2810_9225_1180_Elementary K-6_Special Education PK-12_Autism PK-12                                                                               | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))         | 1680 | 100 |
| Hoffman, Amanda    | Instructional<br>II_Program Specialist_1405_4490_4499_Art 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 | 100 |

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| Hoffman, Karlee     | Instructional<br>II_Program<br>Specialist_3230_44<br>99_English 7-<br>12_English as a<br>Second Language<br>(ESL) PK-12 | 9-12 | (3200-<br>English/Communication<br>10-12 (100%)         | 1680 | 100 |
| Holman, Richard     | Instructional<br>II_8875_Social<br>Studies 7-12                                                                         | 9-12 | (8845-History 10-12<br>(100%)                           | 1680 | 100 |
| Holtz, Stephanie    | Instructional<br>I_2825_2826_9226<br>_Grades Grades PK-<br>4_Grades 5-<br>6_Special<br>Education PK-8                   | 6-8  | (9380-Special Ed, ML<br>Science, 7-9 (100%)             | 1680 | 100 |
| Honeychuck, Melissa | Instructional<br>II_3230_English 7-<br>12                                                                               | 6-8  | (2850-ML English 7-9<br>(100%)                          | 1680 | 100 |
| Hood, Tyler         | Instructional<br>I_2825_Grades PK-<br>4                                                                                 | K-5  | (2844-Elementary Primary<br>Grades 1-3 (100%)           | 1680 | 100 |
| Hoover, Amanda      | Instructional<br>II_2810_Elementar<br>y K-6                                                                             | K-5  | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%) | 1680 | 100 |
| Horoszy, Albert     | Instructional<br>II_5215_6800_Safe<br>ty Ed/Driver Ed 7-<br>12_Math 7-12                                                | 6-8  | (2860-ML Math 7-9<br>(100%)                             | 1680 | 100 |
| Hosein, Maria       | Instructional<br>II_2810_2840_Ele<br>mentary K-6_Early<br>Childhood N-3                                                 | K-5  | (2844-Elementary Primary<br>Grades 1-3 (100%)           | 1680 | 100 |
| Houlihan, Daniel    | Instructional<br>I_8875_Social<br>Studies 7-12                                                                          | 9-12 | (8845-History 10-12<br>(100%)                           | 1680 | 100 |
| Hradil, Tiffany     | Instructional<br>I_2810_Elementary<br>K-6                                                                               | K-5  | (2843-Kindergarten, Age 5<br>(K5) (100%)                | 1680 | 100 |

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| Hronas, Nina             | Instructional<br>II_2810_7650_923<br>5_Elementary K-<br>6_Reading<br>Specialist PK-<br>12_Mental and/or<br>Physical<br>Handicapped PK-12  | PK-12 | (7606-Developmental<br>Reading, Elementary<br>Classes, PreK-6<br>(50%)/7607-<br>Developmental Reading,<br>Secondary Classes, 7-12<br>(50%) | 1680 | 100 |
| Huber, Ryan              | Instructional<br>I_4490_Spanish PK-<br>12                                                                                                 | 9-12  | (4490-Spanish 7-12<br>(100%)                                                                                                               | 1680 | 100 |
| Huckestein, Jeffrey      | Instructional<br>II_2810_Elementar<br>y K-6                                                                                               | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)                                                                                    | 1680 | 100 |
| Hudson, Anne             | Instructional<br>I_2810_2870_Elem<br>entary K-<br>6_MidLevel<br>Citizenship 6-9                                                           | 6-8   | (2870-ML Social Studies 7-<br>9 (100%)                                                                                                     | 1680 | 100 |
| Hunt, Emily              | Instructional<br>II_3230_English 7-<br>12                                                                                                 | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)                                                                                            | 1680 | 100 |
| Hunter, Bonnie           | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                           | 6-8   | (9360-Special Ed, ML<br>Math 7-9 (100%)                                                                                                    | 1680 | 100 |
| Hurlock, Holly           | Instructional<br>II_2850_2860_323<br>0_9225_MidLevel<br>English 6-<br>9_MidLevel Math 6-<br>9_English 7-<br>12_Special<br>Education PK-12 | 9-12  | (9355-Special Ed,<br>Secondary English 10-12<br>(100%)                                                                                     | 1680 | 100 |
| Huss, Amanda             | Instructional<br>I_8420_Chemistry<br>7-12                                                                                                 | 9-12  | (8468-Physical Science,<br>Intermediate, 10-12<br>(100%)                                                                                   | 1680 | 100 |
| Hutchison-Stowers, Katie | Instructional<br>I_8875_Social<br>Studies 7-12                                                                                            | 9-12  | (8845-History 10-12<br>(100%)                                                                                                              | 1680 | 100 |

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| Iannini, Mark    | Instructional<br>II_Administrative<br>I_Supervisory_Letter of<br>Eligibility_2810_9225_1115_9215_1150_Elementary K-6_Special<br>Education PK-12_Principal PK-12_Supervisor<br>Special Education<br>PK-12_Superintendant | PK-12 | (9215-Supervisor, Special<br>Education (100%))           | 1680 | 100 |
| Imbriale, Susan  | Instructional<br>II_2810_Elementary<br>v K-6                                                                                                                                                                            | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))           | 1680 | 100 |
| Ionadi, Lauren   | Instructional<br>II_2810_2860_Elementary K-6_MidLevel Math 6-9                                                                                                                                                          | 6-8   | (2860-ML Math 7-9<br>(100%))                             | 1680 | 100 |
| Jahn, Maryanne   | Instructional<br>II_2810_Elementary<br>v K-6                                                                                                                                                                            | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)) | 1680 | 100 |
| Jamison, Jaymie  | Instructional<br>II_2825_9226_Grades PK-4_Special<br>Education PK-8                                                                                                                                                     | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))            | 1680 | 100 |
| Jaskiewicz, Macy | Instructional<br>II_3100_3230_Grades 4-8 (All<br>Subjects 4-6,<br>English, Language<br>Arts and Reading 7-8)<br>English 7-12                                                                                            | 6-8   | (2850-ML English 7-9<br>(100%))                          | 1680 | 100 |



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| Jeffers, Kristin  | Instructional<br>II_Education<br>Specialist<br>I_2810_9225_1836<br>_Elementary K-<br>6_Special<br>Education PK-<br>12_Elementary<br>School Counselor K-<br>6 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))            | 1680 | 100 |
| Jeffers, Nicole   | Instructional<br>II_2810_Elementar<br>y K-6                                                                                                                  | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))           | 1680 | 100 |
| Jo, Bobbi         | Instructional<br>II_Administrative<br>I_2810_1115_Elem<br>entary K-<br>6_Principal PK-12                                                                     | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)) | 1680 | 100 |
| Johnson, Jeremiah | Instructional<br>II_3230_English 7-<br>12                                                                                                                    | 9-12  | (3200-English 10-12<br>(100%))                           | 1680 | 100 |
| Johnson, Kayla    | Instructional<br>I_2825_9225_Grad<br>es PK-4_Special<br>Education PK-8                                                                                       | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))            | 1680 | 100 |
| Jones, Kelly      | Instructional<br>II_3230_English 7-<br>12                                                                                                                    | 9-12  | (3200-<br>English/Communication<br>10-12 (100%))         | 1680 | 100 |
| Kalsey, Katherine | Instructional<br>I_2810_Elementary<br>K-6                                                                                                                    | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)) | 1680 | 100 |
| Karas, Jessica    | Instructional<br>I_2825_9226_Grad<br>es Grades PK-<br>4_Special<br>Education PK-8                                                                            | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))            | 1680 | 100 |
| Karmazyn, Andrea  | Instructional<br>II_2810_Elementar<br>y K-6                                                                                                                  | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)) | 1680 | 100 |

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| Kelly, Danine          | Instructional<br>II_Administrative<br>_8405_8450_1115<br>_Biology 7-<br>12_General<br>Science 7-<br>12_Principal PK-12 | 6-8   | (2880-ML Science 7-9<br>(100%)                          | 1680 | 100 |
| Kent, Jennifer         | Instructional<br>I_2810_2840_Elem<br>entary K-6_Early<br>Childhood N-3                                                 | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%)           | 1680 | 100 |
| Killian, Stacy         | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                        | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)            | 1680 | 100 |
| Klemencic, Rachel      | Instructional<br>II_4410_French PK-<br>12                                                                              | 9-12  | (4410-French 6-12 (100%)                                | 1680 | 100 |
| Kmetz, Chelsea         | Instructional<br>II_6800_Math 7-12                                                                                     | 9-12  | (2860-ML Math 7-9<br>(50%)_6800-Math 10-12<br>(50%)     | 1680 | 100 |
| Knopsnider, William    | Instructional<br>II_8405_Biology 7-<br>12                                                                              | 9-12  | (8405-Biology (100%)                                    | 1680 | 100 |
| Kohser, Melissa        | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                        | K-5   | (2843-Kindergarten, age 5<br>(K5) 100%                  | 1680 | 100 |
| Koprivnikar, Christine | Instructional<br>I_2810_Elementary<br>K-6                                                                              | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%) | 1680 | 100 |
| Kosar, Brooke          | Instructional<br>II_8405_8440_845<br>0_Biology 7-<br>12_Earth and<br>Space Science 7-<br>12_General<br>Science 7-12    | 9-12  | (8405-Biology (100%)                                    | 1680 | 100 |

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| Kotok, Virginia   | Instructional<br>II_2810_2850_2870_2880_6420_9225_Elementary 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 | 100 |
| Kotuby, Jamie     | Instructional<br>I_3100_Grades 4-8 (All subjects 4-6, Math 7-8)                                                                                               | 6-8   | (2860-ML Math 7-9 (100%))                                   | 1680 | 100 |
| Kovacs, Kristin   | Instructional<br>II_2810_Elementary K-6                                                                                                                       | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))          | 1680 | 100 |
| Kowalczyk, Kara   | Instructional<br>II_8405_Biology 7-12                                                                                                                         | 6-8   | (8441-Earth and Space Science, Intermediate (100%))         | 1680 | 100 |
| Kozak, Roman      | Instructional<br>I_8875_Social Studies 7-12                                                                                                                   | 9-12  | (8845-History 10-12 (100%))                                 | 1680 | 100 |
| Kozar, Kristopher | Instructional<br>I_3230_English 7-12                                                                                                                          | 9-12  | (9900-Other not listed above (certificated personnel) 100%) | 1680 | 100 |
| Kozimer, Patricia | Instructional<br>II_Supervisory_2810_9225_9215_Elementary K-6_Special Education PK-12_Supervisor of Special Education PK-12                                   | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                  | 1680 | 100 |
| Krahe, Sophia     | Instructional<br>II_2825_7650_Grades PK-4_Reading Specialist PK-12                                                                                            | K-5   | (9900-Other not listed above (certificated personnel) 100%) | 1680 | 100 |
| Kusik, Cori       | Instructional<br>I_3230_English 7-12                                                                                                                          | 9-12  | (3200-English/Communications 10-12 (100%))                  | 1680 | 100 |

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| Kuwik, Abigail    | Instructional<br>I_8405_Biology 7-12                                                                                                         | 9-12 | (8420-Chemistry (100%))                                     | 1680 | 100 |
| Kvetko, Jacquelyn | Instructional<br>I_8875_Social Studies 7-12                                                                                                  | 9-12 | (9900-Other not listed above (certificated personnel) 100%) | 1680 | 100 |
| Lake, Kaylee      | Instructional<br>II_Endorsement_2810_7650_9225_1182_Elementary K-6_Reading Specialist PK-12_Special Education PK-12_Instructional 6-12 PK-12 | K-5  | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))       | 1680 | 100 |
| Lambert, Rachel   | Instructional<br>II_Administrative II_2810_2860_1115_Elementary K-6_MidLevel Math 6-9_Principal PK-12                                        | K-5  | (2915-Supervisor, Curriculum and Instruction (100%))        | 1680 | 100 |

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| Lanious, Shawn     | Instructional<br>II_Administrative<br>II_Administrative_L<br>etter of<br>Eligibility_2810_28<br>70_2880_1603_11<br>15_2300_1150_Ele<br>mentary K-<br>6_MidLevel<br>Citizenship 6-<br>9_MidLevel Science<br>6-9_Business<br>Computer Info PK-<br>12_Principal PK-<br>12_Career &<br>Technical<br>Administrative<br>Director 7-<br>12_Superintendent<br>PK-12 | K-5   | (1100-Elementary<br>Principal (100%))          | 1680 | 100 |
| Lee, Natasha       | Instructional<br>II_2810_3230_Ele<br>mentary K-<br>6_English 7-12                                                                                                                                                                                                                                                                                           | 6-8   | (2850-ML English 7-9<br>(100%))                | 1680 | 100 |
| Levendusky, Lauren | Instructional<br>I_2810_Elementary<br>K-6                                                                                                                                                                                                                                                                                                                   | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%)) | 1680 | 100 |
| Lewis, Drew        | Instructional<br>I_8875_9225_Socia<br>l Studies 7-<br>12_Special<br>Education N-12                                                                                                                                                                                                                                                                          | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))  | 1680 | 100 |
| Lewis, Noah        | Instructional<br>I_8875_Social<br>Studies 7-12                                                                                                                                                                                                                                                                                                              | 6-8   | (2870-ML Social Studies 7-<br>9 (100%))        | 1680 | 100 |

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| Lichtenwalner, Mary | Instructional<br>I_2860_3230_8405_8875_MidLevel<br>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 | 100 |
| Light, Jesse        | Instructional<br>I_2810_2870_2880_Elementary K-6_MidLevel<br>Citizenship 6-9_MidLevel Science 6-9                                                            | 6-8   | (2880-ML Science 7-9 (100%))                                       | 1680 | 100 |
| Lindner, Justin     | Instructional<br>I_2810_9235_Elementary K-6_Mental and/or Physical Handicapped K-12                                                                          | 6-8   | (9350-Special Ed, ML English 7-9 (100%))                           | 1680 | 100 |
| Lindner, Megan      | Instructional<br>II_Administrative II_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education | PK-12 | (9215-Supervisor, Special Education (100%))                        | 1680 | 100 |
| Liptak, Jennifer    | Instructional<br>II_1603_1668_Business Computer Info Technology PK-12_Marketing-District Education Teacher Coordinator 7-12                                  | 9-12  | (1002-Computer Science, Secondary, 7-12 (100%))                    | 1680 | 100 |

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| Lodovico, Lacey      | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                 | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))         | 1680 | 100 |
| LoFaso, Carrie       | Instructional<br>II_3200_3230_Communications 7-12_English 7-12                       | 9-12  | (3200-English/Communication 10-12 (100%))          | 1680 | 100 |
| Long, Krista         | Educational Specialist<br>II_1875_School Psychologist PK-12                          | PK-12 | (1875-School Psychologist (100%))                  | 1680 | 100 |
| Loughran, Kayla-Jo   | Instructional<br>I_Administrative<br>I_8875_1115_Social Studies 7-12_Principal PK-12 | 9-12  | (8875-Social Studies (100%))                       | 1680 | 100 |
| Lowmaster, Angela    | Instructional<br>II_2810_2850_Elementary K-6_MidLevel English 6-9                    | 6-8   | (2850-ML English 7-9 (100%))                       | 1680 | 100 |
| Ludwig, Jacob        | Instructional<br>II_4805_Health & Physical Education PK-12                           | PK-12 | (4817-Physical Education (100%))                   | 1680 | 100 |
| Lumley, Eva          | Instructional<br>II_2810_Elementary K-6                                              | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%)) | 1680 | 100 |
| Lupinacci, Christine | Instructional<br>II_8875_Social Studies 7-12                                         | 6-8   | (2870-ML Social Studies 7-9 (100%))                | 1680 | 100 |

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| Lutch, Courtney   | Instructional<br>II_Program<br>Specialist_2860_32<br>30_4499_MidLevel<br>Math 6-9_English 7-<br>12_English as a<br>Second Language<br>(ESL) PK-12                                              | 6-8   | (2850-ML English 7-9<br>(100%)                                    | 1680 | 100 |
| Lytle, Misty      | Instructional<br>I_2810_Elementary<br>K-6                                                                                                                                                      | 9-12  | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| Malesic, Kylie    | Instructional<br>II_2825_3100_765<br>0_9226_Grades PK-<br>4_Grades 4-8 (All<br>subjects 4-6,<br>English, LA and<br>Reading 7-<br>8)_Reading<br>Specialist PK-<br>12_Special<br>Education PK-12 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |
| Mangan, Stephanie | Instructional<br>I_3230_English 7-<br>12                                                                                                                                                       | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)                   | 1680 | 100 |
| Mangie, Marissa   | Instructional<br>II_2810_7650_922<br>5_Elementary K-<br>6_Reading<br>Specialist PK-<br>12_Special<br>Education PK-12                                                                           | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |
| Manning, Kelly    | Instructional<br>II_2810_Elementar<br>y K-6                                                                                                                                                    | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)           | 1680 | 100 |
| Marchionda, David | Instructional<br>I_2810_Elementary<br>K-6                                                                                                                                                      | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)           | 1680 | 100 |
| Marik, Kathryn    | Education<br>Specialist<br>II_1890_School<br>Nurse PK-12                                                                                                                                       | PK-12 | (1890-School Nurse<br>(100%)                                      | 1680 | 100 |



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| Marker, Jaclyn      | Instructional<br>II_2840_Early<br>Childhood N-3                                                                                                                                                               | K-5   | (2843-Kindergarten, age 5<br>(K5) (100%)                                                 | 1680 | 100 |
| Marks-Vescio, Adina | Instructional<br>II_Program<br>Specialist_Administ<br>rative<br>I_3230_7650_4499<br>_1115_English 7-<br>12_Reading<br>Specialist PK-<br>12_English as a<br>Second Language<br>(ESL) PK-<br>12_Principal PK-12 | PK-12 | (4499-ESL, K-12 Resource<br>(Take student out for<br>language support)                   | 1680 | 100 |
| Marquis, Dana       | Educational<br>Specialist<br>II_1890_School<br>Nurse PK-12                                                                                                                                                    | PK-12 | (1891-Supervisor, School<br>Health Services (100%)                                       | 1680 | 100 |
| Martin, Julia       | Instructional<br>II_8875_Social<br>Studies 7-12                                                                                                                                                               | 9-12  | (8845-History 10-12<br>(100%)                                                            | 1680 | 100 |
| Martin, Teresa      | Instructional<br>II_2810_2870_923<br>5_Elementary K-<br>6_MidLevel<br>Citizenship 6-<br>9_Mental and/or<br>Physical<br>Handicapped                                                                            | PK-12 | 9225-Special Ed, Resource<br>PreK-12 (100%)                                              | 1680 | 100 |
| Martinez, Matthew   | Educational<br>Specialist<br>II_1839_Elementar<br>y & Secondary<br>School Counselor<br>PK-12                                                                                                                  | 6-8   | (1836-Elementary School<br>Counselor (50%); 1837-<br>Secondary School<br>Counselor (50%) | 1680 | 100 |
| Masterson, Jennifer | Instructional<br>I_2825_9226_Grad<br>es PK-4_Special<br>Education PK-8                                                                                                                                        | 6-8   | (9380-Special Ed, ML<br>Science, 7-9 (100%)                                              | 1680 | 100 |

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| Mattas, Katelyn   | Instructional<br>I_2825_Grades PK-4                                                                                                              | K-5  | (2844-Elementary Primary<br>Grades 1-3 (100%))                 | 1680 | 100 |
| Maurizi, Jeffrey  | Instructional<br>I_8825_8875_9225<br>_Citizenship 7-12_Social Studies 7-12_Special<br>Education PK-12                                            | 9-12 | (9375-Special Ed,<br>Secondary Social Studies<br>10-12 (100%)) | 1680 | 100 |
| Mauro, Antonio    |                                                                                                                                                  | 9-12 |                                                                | 1680 | 100 |
| McCaslin, April   | Instructional<br>I_3230_8405_English 7-12_Biology 7-12                                                                                           | 6-8  | (2880-ML Science 7-9<br>(100%))                                | 1680 | 100 |
| McDonald, Andrew  | Instructional<br>I_Endorsement_8875_1189_Social<br>Studies 7-12_Gifted PK-12                                                                     | 9-12 | (8845-History 10-12<br>(100%))                                 | 1680 | 100 |
| McDonald, Matthew | Instructional<br>I_2810_3230_9225<br>_Elementary K-6_English 7-12_Special<br>Education PK-12                                                     | 9-12 | (9355-Special Ed,<br>Secondary English 10-12<br>(100%))        | 1680 | 100 |
| McGee, Krista     | Instructional<br>II_Program<br>Specialist_2825_9226_4499_Grades<br>PK-4_Special<br>Education PK-8_English as a<br>Second Language<br>(ESL) PK-12 | 6-8  | (9360-Special Ed, ML<br>Math 7-9 (100%))                       | 1680 | 100 |
| McGuire, Deborah  | Instructional<br>II_2810_3230_7650_Elementary K-6_English 7-12_Reading<br>Specialist PK-12                                                       | 6-8  | (2850-ML English 7-9<br>(100%))                                | 1680 | 100 |

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| McGuire, Katie   | Instructional<br>II_2850_8875_922<br>5_MidLevel English<br>6-9_Social Studies<br>7-12_Special<br>Education PK-12                                                                                | 9-12  | (8875-Social Studies 10-12<br>(100%)                              | 1680 | 100 |
| McKee, Christy   | Instructional<br>II_Educational<br>Specialist<br>I_8405_8450_1836<br>_1837_Biology 7-<br>12_General<br>Science 7-<br>12_Elementary<br>School Counselor K-<br>6_Secondary<br>School Counselor 7- | 9-12  | (8405-Biology (100%)                                              | 1680 | 100 |
| McKim, Chantell  | Instructional<br>II_3200_3230_642<br>0_Communications<br>7-12_English 7-<br>12_Library Science<br>Pk-12                                                                                         | 9-12  | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| McKnight, Kristy | Instructional<br>I_2810_4490_Elem<br>entary K-6_Spanish<br>PK-12                                                                                                                                | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)           | 1680 | 100 |
| Medich, Jessica  | Instructional<br>I_2825_9226_Grad<br>es PK-4_Special<br>Education PK-8                                                                                                                          | K-5   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%)       | 1680 | 100 |
| Medich, Noah     | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                                                                                                      | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |

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| Meehan, Blake    | Instructional<br>II_1603_Business<br>Computer<br>Information<br>Technology PK-12                                                              | 9-12  | (1606-Business Education,<br>Secondary (100%))               | 1680 | 100 |
| Mentel, Brittany | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                               | K-5   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%)) | 1680 | 100 |
| Mesko, Kelly     | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                               | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                | 1680 | 100 |
| Mihalsky, Dena   | Instructional<br>I_8405_8440_Biolo<br>gy 7-12_Earth and<br>Space Science 7-12                                                                 | 9-12  | (8405-Biology (100%))                                        | 1680 | 100 |
| Miller, Chelsea  | Instructional<br>II_3230_English 7-<br>12                                                                                                     | 9-12  | (3200-<br>English/Communication<br>10-12 (100%))             | 1680 | 100 |
| Miller, Jennifer | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                                                    | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                | 1680 | 100 |
| Miller, Sarah    | Instructional<br>II_2825_9226_Gra<br>des PK-4_Special<br>Education PK-8                                                                       | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                | 1680 | 100 |
| Mineard, Lynda   | Instructional<br>II_2810_2840_923<br>5_Elementary K-<br>6_Early Childhood<br>Education N-<br>3_Mental and/or<br>Physical<br>Handicapped PK-12 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                | 1680 | 100 |

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| Mininni, Catherine | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                           | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                                                               | 1680 | 100 |
| Molish, Jennifer   | Instructional<br>I_1603_2860_Business, Computer, and Information Technology PK-12_ML Math 6-9                 | 6-8   | (9900-Other not listed above (certificated personnel) 100%)                                                              | 1680 | 100 |
| Monahan, Edward    | Instructional<br>I_2825_2826_7650_9226_Grades PK-4_Grades 5-6_Reading Specialist PK-12_Special Education PK-9 | PK-12 | (7606-Developmental Reading, Elementary Classes, PreK-6 (50%)/7607-Developmental Reading, Secondary Classes, 7-12 (50%)) | 1680 | 100 |
| Monit, Lisa        | Instructional<br>I_2810_Elementary K-6                                                                        | K-5   | (2845-Elementary, Intermediate Grades 4-6 (100%))                                                                        | 1680 | 100 |
| Moon, Kelli        | Instructional<br>II_2810_Elementary K-6                                                                       | K-5   | (2844-Elementary Primary Grades 1-3 (100%))                                                                              | 1680 | 100 |
| Moore, Timothy     | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                          | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                                                               | 1680 | 100 |
| Moreschi, Bethanie | Instructional<br>I_2810_2850_2860_9225_Elementary K-6_ML English 6-9_ML Math 6-9_Special Education PK-12      | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                                                               | 1680 | 100 |

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| Morrison, Christy | Instructional<br>I_2810_2850_2860<br>_Elementary K-<br>6_MidLevel English<br>6-9_MidLevel Math<br>6-9                                      | 6-8   | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| Morrow, Chad      | Instructional<br>II_Administrative<br>I_8875_1115_Socia<br>l Studies 7-<br>12_Principal PK-12                                              | 9-12  | (8845-History 10-12<br>(100%)                                     | 1680 | 100 |
| Murli, Kristin    | Instructional<br>II_8405_Biology 7-<br>12                                                                                                  | 9-12  | (8405-Biology (100%)                                              | 1680 | 100 |
| Musher, Jeffrey   | Instructional<br>II_2825_9226_Gra<br>des PK-4_Special<br>Education PK-8                                                                    | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |
| Muto, Samantha    | Instructional<br>II_1603_2850_286<br>0_Business<br>Computer Info<br>Technology PK-<br>12_MidLevel<br>English 6-<br>9_MidLevel Math 6-<br>9 | 6-8   | (2860-ML Math 7-9<br>(100%)                                       | 1680 | 100 |
| Nagle, Sean       | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                            | K-5   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%)       | 1680 | 100 |
| Napoli, Brandy    | Instructional<br>I_2810_2850_Elem<br>entary K-<br>6_MidLevel English<br>6-9                                                                | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)           | 1680 | 100 |
| Napolitan, Ryan   | Instructional<br>I_6800_Math 7-12                                                                                                          | 6-8   | (2860-ML Math 7-9<br>(100%)                                       | 1680 | 100 |

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| Narad, Beth        | Instructional<br>I_6800_Math 7-12                                                                                                      | 9-12  | (6800-Math 10-12 (100%))                                                                   | 1680 | 100 |
| Nasiadka, Juliette | Instructional<br>II_Administrative_5<br>600_8875_1115_F<br>amily Consumer<br>Science PK-<br>12_Social Studies 7-<br>12_Principal PK-12 | 9-12  | (8845-History 10-12<br>(100%))                                                             | 1680 | 100 |
| Naughton, Thomas   | Instructional<br>I_8875_Social<br>Studies 7-12                                                                                         | 9-12  | (8860-Psychology, Social<br>or Behavioral Science<br>(50%)/8880-Sociology 10-<br>12 (50%)) | 1680 | 100 |
| Nebel, Orsola      | Instructional<br>II_2810_Elementar<br>y K-6                                                                                            | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%))                                   | 1680 | 100 |
| Nelson, Christina  | Instructional<br>II_2810_3230_Ele<br>mentary K-<br>6_English 7-12                                                                      | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))                                             | 1680 | 100 |
| Newell, Carol      | Instructional<br>II_2810_Elementar<br>y K-6                                                                                            | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%))                                   | 1680 | 100 |
| Nocera, Leah       | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                                             | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                                              | 1680 | 100 |
| Noland, Audrey     | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                        | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                                              | 1680 | 100 |
| Nyeholt, Amy       | Instructional<br>II_Administrative<br>I_3230_1115_Engli<br>sh 7-12_Principal<br>PK-12                                                  | PK-12 | (2915-Supervisor,<br>Curriculum and<br>Instruction (100%))                                 | 1680 | 100 |

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| O'Brien, Dane       | Instructional<br>I_2810_Elementary<br>K-6                                                                            | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)           | 1680 | 100 |
| Ochtun, Sarah       | Instructional<br>II_2810_7650_922<br>5_Elementary K-<br>6_Reading<br>Specialist PK-<br>12_Special<br>Education PK-12 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |
| Oravec, Rachel      | Instructional<br>II_3200_3230_Com<br>munications 7-<br>12_English 7-12                                               | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)                   | 1680 | 100 |
| Oster, John         | Instructional<br>I_3230_English 7-<br>12                                                                             | 9-12  | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| Paraniuk, Breanne   | Instructional<br>II_6800_Math 7-12                                                                                   | 6-8   | (2860-ML Math 7-9<br>(100%)                                       | 1680 | 100 |
| Parsons, Abigale    | Instructional<br>I_8875_Social<br>Studies 7-12                                                                       | 6-8   | (2870-ML Social Studies 7-<br>9 (100%)                            | 1680 | 100 |
| Partyka, Brian      | Instructional<br>II_8875_Social<br>Studies 7-12                                                                      | 9-12  | (8845-History 10-12<br>(100%)                                     | 1680 | 100 |
| Pavkovich, Kathleen | Instructional<br>II_2860_6800_Mid<br>Level Math 6-<br>9_Math 7-12                                                    | 6-8   | (2860-ML Math 7-9<br>(100%)                                       | 1680 | 100 |
| Peck, Sarah         | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                      | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |
| Pelton, Afton       | Instructional<br>II_2860_4805_Mid<br>Level Math 6-<br>9_Health &<br>Physical Education<br>PK-12                      | PK-12 | (4817-Physical Education<br>(100%)                                | 1680 | 100 |



|                   |                                                                                             |       |                                              |      |     |
|-------------------|---------------------------------------------------------------------------------------------|-------|----------------------------------------------|------|-----|
| Percic, Cheri     | Instructional<br>II_2810_7650_Elementary K-6_Reading Specialist PK-12                       | 6-8   | (2850-ML English 7-9 (100%))                 | 1680 | 100 |
| Perich, Mark      | Instructional<br>I_6800_Math 7-12                                                           | 9-12  | (6800-Math 10-12 (100%))                     | 1680 | 100 |
| Pero, Paul        | Instructional<br>II_8875_4490_Social Studies 7-12_Spanish PK-12                             | 9-12  | (4490-Spanish 7-12 (100%))                   | 1680 | 100 |
| Peterman, Melinda | Instructional<br>II_2810_2860_Elementary K-6_MidLevel Math 6-9                              | 6-8   | (2860-ML Math 7-9 (100%))                    | 1680 | 100 |
| Peterson, Jessie  | Instructional<br>I_2810_9226_Elementary K-6_Special Education PK-8                          | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))   | 1680 | 100 |
| Phillips, Chelsea | Instructional<br>II_2810_2860_9225_Elementary K-6_MidLevel Math 6-9_Special Education PK-12 | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))   | 1680 | 100 |
| Pirilla, Ashley   | Instructional<br>II_2810_2860_2880_Elementary K-6_ML Math 6-9_ML Science 6-9                | 6-8   | (2880-ML Science 7-9 (100%))                 | 1680 | 100 |
| Pitzer, Julianne  | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                         | 6-8   | (9360-Special Education, ML Math 7-9 (100%)) | 1680 | 100 |
| Plummer, Patricia | Instructional<br>I_6800_Math 7-12                                                           | 6-8   | (2860-ML Math 7-9 (100%))                    | 1680 | 100 |

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| Podolak, Elizabeth | Instructional<br>II_3230_English 7-12                                                                                           | 6-8   | (2850-ML English 7-9 (100%))                        | 1680 | 100 |
| Polochak, Wendy    | Instructional<br>II_6800_8405_8420_8450_9225_Math 7-12_Biology 7-12_Chemistry 7-12_General Science 7-12_Special Education PK-12 | 9-12  | (8441-Earth and Space Science, Intermediate (100%)) | 1680 | 100 |
| Pope, Michael      | Educational Specialist<br>II_1875_School Psychologist PK-12                                                                     | PK-12 | (1875-School Psychologist (100%))                   | 1680 | 100 |
| Potts, Kelsey      | Educational Specialist<br>II_1875_School Psychologist PK-12                                                                     | PK-12 | (1875-School Psychologist (100%))                   | 1680 | 100 |
| Pratte, Bryan      | Instructional<br>II_Administrative I_2810_2880_1115_Elementary K-6_MidLevel Science 6-9_Principal PK-12                         | 6-8   | (2880-ML Science 7-9 (100%))                        | 1680 | 100 |
| Pratte, Tracy      | Instructional<br>II_2810_2840_Elementary K-6_Early Childhood N-3                                                                | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))  | 1680 | 100 |
| Prezgay, David     | Instructional<br>II_Administrative I_9225_1115_Special Education PK-12_Principal PK-12                                          | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))          | 1680 | 100 |

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|-------------------|---------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------|------|-----|
| Prisuta, Brittany | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                     | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))         | 1680 | 100 |
| Pugach, Marina    | Instructional<br>I_6800_Math 7-12                                                                       | 6-8   | (2860-ML Math 7-9 (100%))                          | 1680 | 100 |
| Pupi, Paul        | Educational Specialist<br>II_Administrative I_1837_1115_Secundary School Counselor 7-12_Principal PK-12 | PK-12 | (2930-Supervisor, Pupil Personnel Services (100%)) | 1680 | 100 |
| Pyle, Robert      | Instructional<br>II_2810_Elementary K-6                                                                 | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%)) | 1680 | 100 |
| Quear, Angela     | Instructional<br>II_2810_2880_7650_Elementary K-6_MidLevel Science 6-9_Reading Specialist PK-12         | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%)) | 1680 | 100 |
| Raber, Dayna      | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                     | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))         | 1680 | 100 |
| Randall, Sullivan | Instructional<br>I_2825_Grades PK-4                                                                     | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%)) | 1680 | 100 |
| Rangel, Kimberly  | Instructional<br>I_2810_7650_Elementary K-6_Reading Specialist PK-12                                    | K-5   | (2844-Elementary Primary Grades 1-3 (100%))        | 1680 | 100 |

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|------------------|-------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------|------|-----|
| Rankin, Meagan   | Instructional<br>I_2825_9226_Grad<br>es PK-4_Special<br>Education PK-8                                      | K-5   | (9340-Special Ed,<br>Elementary Subjects PreK-<br>6 (100%)      | 1680 | 100 |
| Rape, Kelly      | Instructional<br>I_2810_2850_9225<br>_Elementary K-<br>6_MidLevel English<br>6-9_Special<br>Education PK-12 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                    | 1680 | 100 |
| Raymond, October | Instructional<br>II_8405_Biology 7-<br>12                                                                   | 9-12  | (8405-Biology (100%)                                            | 1680 | 100 |
| Rea, Chad        | Instructional<br>I_8875_Social<br>Studies 7-12                                                              | 9-12  | (8845-History 10-12<br>(50%)_8875-Social Studies<br>10-12 (50%) | 1680 | 100 |
| Record, Erica    | Instructional<br>II_Administrative<br>I_2810_1115_Elem<br>entary K-<br>6_Principal PK-12                    | K-5   | (2844-Elementary,<br>Primary Grades 1-3<br>(100%)               | 1680 | 100 |
| Reda, Danielle   | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                             | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                    | 1680 | 100 |
| Reed, Amy        | Instructional<br>II_2825_9226_Gra<br>des PK-4_Special<br>Education PK-8                                     | K-5   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%)     | 1680 | 100 |
| Reese, Erica     | Instructional<br>I_2810_2840_7650<br>_Elementary K-<br>6_Early Childhood<br>N-3_Reading<br>Specialist PK-12 | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)         | 1680 | 100 |

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|--------------------|--------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------|------|-----|
| Refosco, Kimberly  | Instructional<br>I_4490_Spanish PK-12                                                                                    | 9-12  | 4490-Spanish 7-12 (100%)                              | 1680 | 100 |
| Rettinger, Rebecca | Instructional<br>II_2810_2860_9225_Elementary K-6_MidLevel Math 6-9_Special Education PK-12                              | 6-8   | (2860-ML Math 7-9 (100%))                             | 1680 | 100 |
| Rhodes, Nicholas   | Instructional<br>II_6800_Math 7-12                                                                                       | 9-12  | (6800-Math 10-12 (50%)_2860 ML Math 7-9 (50%))        | 1680 | 100 |
| Ritton, Michelle   | Instructional<br>II_Endorsement_2825_9225_1180_Grades PK-4_Special Education PK-12_Autism PK-12                          | K-5   | (9340-Special Ed, Elementary Subjects, PreK-6 (100%)) | 1680 | 100 |
| Rivera, Denise     | Instructional<br>II_Program Specialist_4490_9225_9290_4499_Spanish PK-12_Special Education PK-12_Visually Impaired PK-12 | 9-12  | (4490-Spanish 7-12 (100%))                            | 1680 | 100 |
| Rizzo, Kathryn     | Instructional<br>II_2810_2850_3200_3230_Elementary K-6_MidLevel English 6-9_Communications 7-12_English 7-12             | 6-8   | (2850-ML English 7-9 (100%))                          | 1680 | 100 |
| Roach, Marcella    | Instructional<br>II_4805_Health & Physical Education PK-12                                                               | PK-12 | (4817-Physical Education (100%))                      | 1680 | 100 |

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|--------------------|--------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------|------|-----|
| Robinson, Tiffany  | Instructional<br>II_2810_9235_Elementary K-6_Mental and/or Physical Handicapped K-12                               | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))          | 1680 | 100 |
| Rodgers, Michelle  | Instructional<br>II_8875_Social Studies 7-12                                                                       | 9-12  | (8845-History 10-12 (100%))                         | 1680 | 100 |
| Rodriguez, Marcela | Instructional<br>I_8420_Chemistry 7-12                                                                             | 6-8   | (2880-ML Science 7-9 (100%))                        | 1680 | 100 |
| Rohanna, Mary      | Instructional<br>II_Educational Specialist<br>I_2810_1825_Elementary K-6_Instructional Technology Specialist PK-12 | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))  | 1680 | 100 |
| Rokicki, Kristina  | Instructional<br>II_8405_8450_Biology 7-12_General Science 7-12                                                    | 9-12  | (8441-Earth and Space Science, Intermediate (100%)) | 1680 | 100 |
| Roman, Christopher | Instructional<br>II_Educational Specialist<br>I_6800_1825_Math 7-12_Instructional Technology Specialist PK-12      | 9-12  | (6800-Math 10-12 (100%))                            | 1680 | 100 |

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|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------|------|-----|
| Romasco, Kelly       | Instructional<br>II_Administrative<br>I_Letter of<br>Eligibility_Supervis<br>ory_7205_1115_11<br>50_2915_Music PK-<br>12_Principal PK-<br>12_Superintendent<br>PK-12_Supervisor<br>Curriculum &<br>Instruction PK-12 | 9-12  | (7202 Music; Secondary 7-<br>12 (100%))                 | 1680 | 100 |
| Romasco, Kevin       | Instructional<br>II_Administrative<br>II_6800_1115_Mat<br>h 7-12_Principal PK-<br>12                                                                                                                                 | 6-8   | (1111-Middle School<br>Principal (100%))                | 1680 | 100 |
| Roseman, Patricia    | Instructional<br>II_Program<br>Specialist_3230_44<br>99_English 7-<br>12_English as a<br>Second Language<br>(ESL) PK-12                                                                                              | 6-8   | (2850-ML English 7-9<br>(100%))                         | 1680 | 100 |
| Rosenberger, Melanie | Instructional<br>I_Administrative<br>II_2810_2840_111<br>5_Elementary K-<br>6_Early Childhood<br>N-3_Principal PK-<br>12                                                                                             | PK-12 | (1101-Assistant/Vice<br>Elementary Principal<br>(100%)) | 1680 | 100 |
| Rossell, Michele     | Instructional<br>I_6800_Math 7-12                                                                                                                                                                                    | 6-8   | (2860-ML Math 7-9<br>(100%))                            | 1680 | 100 |
| Roussel, Lauren      | Instructional<br>I_8875_Social<br>Studies 7-12                                                                                                                                                                       | 6-8   | (2870-ML Social Studies 7-<br>9 (100%))                 | 1680 | 100 |

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|---------------------|--------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------|------|-----|
| Ruddy, Catherine    | Educational Specialist<br>I_1839_Elementary & Secondary School Counselor<br>PK-12                                              | 6-8   | (1836-Elementary School Counselor (50%); 1837-Secondary School Counselor (50%)) | 1680 | 100 |
| Rudy, Jasmine       | Instructional II<br>_2810_Elementary<br>K-6                                                                                    | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))                              | 1680 | 100 |
| Rudzik, Jennifer    | Instructional<br>II_2810_9225_Elementary K-6_Special<br>Education PK-12                                                        | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                      | 1680 | 100 |
| Rukavina, Stephanie | Instructional<br>I_2825_9226_Grades PK-4_Special<br>Education PK-8                                                             | K-5   | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                           | 1680 | 100 |
| Rupert, James       | Instructional<br>I_2810_9225_Elementary K-6_Special<br>Education PK-12                                                         | 9-12  | (9385-Special Ed, Secondary Science 10-12 (100%))                               | 1680 | 100 |
| Russell, Rebecca    | Instructional<br>II_Letter of<br>Equivalency_3230_9227_1185_English<br>7-12_Special<br>Education 7-12_Masters's<br>Equivalency | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                      | 1680 | 100 |



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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------|------|-----|
| Russell, Richard  | Instructional<br>II_Administrative<br>II_2810_2860_2870_2880_1115_Elementary K-6_MidLevel Math 6-9_MidLevel Citizenship 6-9_MidLevel Science 6-9_Principal PK-12 | PK-12 | (1101-Assistant/Vice Elementary Principal (100%)) | 1680 | 100 |
| Salicce, Logan    | Instructional<br>I_3230_English 7-12                                                                                                                             | 9-12  | (3200-English 10-12 (100%))                       | 1680 | 100 |
| Sampson, Stacy    | Instructional<br>II_Administrative<br>I_2810_2860_1115_Elementary K-6_MidLevel Math 6-9_Principal PK-12                                                          | 6-8   | (2860-ML Math 7-9 (100%))                         | 1680 | 100 |
| Santiago, Brandon | Educational Specialist<br>II_1875_School Psychologist PK-12                                                                                                      | PK-12 | (1875-School Psychologist (100%))                 | 1680 | 100 |
| Scarlatelli, Beth | Instructional<br>I_8405_8440_Biology 7-12_Earth and Space Science 7-12                                                                                           | 9-12  | (8405-Biology (100%))                             | 1680 | 100 |
| Schaffer, Sharon  | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                                                                             | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))        | 1680 | 100 |

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|------------------------|------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------|------|-----|
| Schlessinger, Danielle | Instructional<br>II_Administrative II<br>_3230_1115_Englis<br>h 7-12_Principal PK-<br>12                   | 9-12  | (1105-Secondary Principal<br>(100%)                     | 1680 | 100 |
| Schlosser, Carrie      | Instructional<br>I_2810_Elementary<br>K-6                                                                  | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%) | 1680 | 100 |
| Schlotterbeck, Melanie | Instructional<br>II_3230_English 7-<br>12                                                                  | 6-8   | (2850-ML English 7-9<br>(100%)                          | 1680 | 100 |
| Schwab, Marla          | Instructional<br>I_2810_2840_9225<br>_Elementary K-<br>6_Early Childhood<br>N-3_Special<br>Education PK-12 | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%)           | 1680 | 100 |
| Scuilli, Erik          | Instructional<br>I_2810_3230_8875<br>_Elementary K-<br>6_English 7-<br>12_Social Studies 7-<br>12          | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)         | 1680 | 100 |
| Sears, Jennifer        | Instructional<br>II_8405_8420_Biol<br>ogy 7-12_Chemistry<br>7-12                                           | 6-8   | (2880-ML Science 7-9<br>(100%)                          | 1680 | 100 |
| Sebastian, Michele     | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)            | 1680 | 100 |

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------|------|-----|
| Seelman, Jamie    | Instructional<br>I_2810_2850_2860<br>_9225_Elemenatry<br>K-6_MidLevel<br>English_MidLevel<br>Math_Special<br>Education PK-12                                                                               | 6-8   | (9360-Special Ed, ML<br>Math 7-9 (100%)                     | 1680 | 100 |
| Selby, Kaitlin    | Instructional<br>II_2825_9226_922<br>9_Grades PK-<br>4_Special<br>Education PK-<br>8_Special<br>Education<br>Expansion 7-12                                                                                | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                | 1680 | 100 |
| Selvaggio, Leah   | Instructional<br>II_Program<br>Specialist_2810_28<br>40_9225_4499_Ele<br>mentary K-6_Early<br>Childhood<br>Education N-<br>3_Special<br>Education PK-<br>12_English as a<br>Second Language<br>(ESL) PK-12 | K-5   | (9340-Special Ed,<br>Elementary Subjects, PreK-<br>6 (100%) | 1680 | 100 |
| Seminara, Mark    | Instructional<br>II_8875_9225_Soci<br>al Studies 7-<br>12_Special<br>Education PK-12                                                                                                                       | 6-8   | (9370-Special Ed, ML<br>Social Studies 7-9 (100%)           | 1680 | 100 |
| Seminara, Nichole | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                                                                                                                 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                | 1680 | 100 |

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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------|------|-----|
| Servello, Sydney  | Instructional<br>I_2825_9231_Grades PK-4_Special Education PK-12                                                                                             | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                             | 1680 | 100 |
| Shafer, Yvonne    | Instructional<br>II_8420_Chemistry 7-12                                                                                                                      | 9-12  | (8420-Chemistry (100%))                                                | 1680 | 100 |
| Shaffer, Angelica | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                                                                          | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                             | 1680 | 100 |
| Shedlock, Jenna   | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                                                                         | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                             | 1680 | 100 |
| Sheyn, Heather    | Instructional<br>I_2810_2840_Elementary K-6_Early Childhood N-3                                                                                              | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))                     | 1680 | 100 |
| Shoaf, Jennifer   | Instructional<br>II_2810_Elementary K-6                                                                                                                      | PK-12 | (1805-Assistant to the Superintendent in Charge of Instruction (100%)) | 1680 | 100 |
| Shoaf, Michael    | Instructional<br>II_Administrative II_Supervisory_2810_9225_1115_9215_Elementary K-6_Special Education PK-12_Principal PK-12_Supervisor of Special Education | PK-12 | (9215-Supervisor, Special Education (100%))                            | 1680 | 100 |
| Slovak, Courtney  | Instructional<br>I_2810_9225_Elementary K-6_Special Education PK-12                                                                                          | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))                     | 1680 | 100 |

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| Smalley, Dennis | Instructional<br>II_Administrative<br>I_6800_8405_1115<br>_Math 7-<br>12_Biology 7-<br>12_Principal PK-12                                                                                     | 6-8   | (2860-ML Math 7-9<br>(100%)                                                                | 1680 | 100 |
| Smith, Jennifer | Instructional<br>II_3230_English 7-<br>12                                                                                                                                                     | 6-8   | (2850-ML English 7-9<br>(100%)                                                             | 1680 | 100 |
| Smith, Margaret | Instructional<br>II_3100_6800_Gra<br>des 4-8 (All<br>subjects 4-6; Math<br>7-8)_Math 7-12                                                                                                     | 6-8   | (2860-ML Math 7-9<br>(100%)                                                                | 1680 | 100 |
| Smith, Samantha | Instructional<br>II_3230_English 7-<br>12                                                                                                                                                     | 9-12  | (3200-<br>English/Communication<br>10-12 (100%)                                            | 1680 | 100 |
| Snyder, Nicole  | Instructional<br>I_Program<br>Specialist_2810_32<br>00_7650_4499_Ele<br>mentary K-<br>6_Communications<br>7-12_Reading<br>Specialist PK-<br>12_English as a<br>Second Language<br>(ESL) PK-12 | PK-12 | (4499-ESL, K-12 Resource<br>(Take student out for<br>language support)                     | 1680 | 100 |
| Sokol, Pamela   | Instructional<br>II_8875_Social<br>Studies 7-12                                                                                                                                               | 6-8   | (8845-History 10-12<br>(100%)                                                              | 1680 | 100 |
| Sonsini, Monika | Instructional<br>I_9231_Special<br>Education PK-12                                                                                                                                            | 6-8   | (9350-Special Ed, ML<br>English 7-9 (50%) (9225-<br>Special Ed, Resource PreK-<br>12 (50%) | 1680 | 100 |
| Soose, David    | Instructional<br>I_2810_2860_9225<br>_Elementary K-<br>6_MidLevel Math 7-<br>9_Special<br>Education N-12                                                                                      | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                                               | 1680 | 100 |

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| Sovesky, Amanda     | Instructional<br>II_3230_English 7-12                                                                                                         | 6-8   | (2850-ML English 7-9 (100%))                                           | 1680 | 100 |
| Speaks, Courtney    | Instructional<br>I_3230_English 7-12                                                                                                          | 9-12  | (3200-English 10-12 (100%))                                            | 1680 | 100 |
| Spigelmyer, Frances |                                                                                                                                               | PK-12 | (1805-Assistant to the Superintendent in Charge of Instruction (100%)) | 1680 | 100 |
| Spooner, Melissa    | Instructional<br>I_Educational Specialist<br>I_2810_3230_1839<br>_Elementary K-6_English 7-12_Elementary and Secondary School Counselor PK-12 | 9-12  | (9900-Other not listed above (certificated personnel) 100%)            | 1680 | 100 |
| Springer, Amanda    | Instructional<br>II_Administrative<br>I_2810_9225_1115<br>_Elementary K-6_Special Education PK-12_Principal PK-12                             | 6-8   | (9360-Special Ed, ML Math (100%))                                      | 1680 | 100 |
| Springer, Jacob     | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                                                          | 6-8   | (9360-Special Ed, ML Math (100%))                                      | 1680 | 100 |
| Starr, Melonie      | Instructional<br>I_9225_Special Education PK-12                                                                                               | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                             | 1680 | 100 |
| Steder, Sarah       | Instructional<br>II_Administrative<br>II_8875_1115_Social Studies 7-12_Principal PK-12                                                        | PK-12 | (1112-Assistant/Vice MS Principal (100%))                              | 1680 | 100 |

|                   |                                                                                                                             |       |                                                                                 |      |     |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------|------|-----|
| Steinbach, Nicole | Instructional<br>II_2825_2826_9226_9229_Grades PK-4_Grades 5-6_Special Education PK-8_Special Education<br>Expansion 7-12   | K-5   | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                           | 1680 | 100 |
| Stickel, Erica    | Instructional<br>II_2810_9225_Elementary K-6_Special Education PK-12                                                        | PK-12 | (2064-Special Ed, Life Skills, Autistic and Multiple-Disability Support (100%)) | 1680 | 100 |
| Stiger, Abbey     | Instructional<br>II_2810_Elementary K-6                                                                                     | K-5   | (2845-Elementary , Intermediate Grades 4-6 (100%))                              | 1680 | 100 |
| Strader, Erica    | Instructional<br>II_Administrative I_3200_3230_1115_Communications 7-12_English 7-12_Principal PK-12                        | 6-8   | (2850-ML English 7-9 (100%))                                                    | 1680 | 100 |
| Strati, Paula     | Instructional<br>II_2825_9226_Grades PK-4_Special Education PK-8                                                            | K-5   | (9340-Special Ed, Elementary Subjects, PreK-6 (100%))                           | 1680 | 100 |
| Stuble, Brienne   | Instructional<br>II_Supervisory_2810_9225_9215_Elementary K-6_Special Education PK-12_Supervisor Special Education<br>PK-12 | PK-12 | (9225-Special Ed, Resource PreK-12 (100%))                                      | 1680 | 100 |

|                   |                                                                                                                                                        |      |                                                                   |      |     |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------------------|------|-----|
| Swogger, Sara     | Instructional<br>II_2810_7650_922<br>5_Elementary K-<br>6_Reading<br>Specialist PK-<br>12_Special<br>Education PK-12                                   | K-5  | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)           | 1680 | 100 |
| Taylor, Amy       | Instructional<br>II_2810_2850_323<br>0_Elementary K-<br>6_MidLevel English<br>6-9_English 7-12                                                         | 9-12 | (3200-<br>English/Communication<br>10-12 (100%)                   | 1680 | 100 |
| Taylor, JoAnna    | Instructional<br>II_4003_8405_842<br>0_9205_American<br>Sign Language<br>(ASL) PK-<br>12_Biology 7-<br>12_Chemistry 7-<br>12_Hearing<br>Impaired PK-12 | 9-12 | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| Taylor, Katherine | Instructional<br>I_2810_2840_9225<br>_Elementary K-<br>6_Early Childhood<br>N-3_Special<br>Education PK-12                                             | 9-12 | (9355-Special Ed,<br>Secondary English 10-12<br>(100%)            | 1680 | 100 |
| Temple, Jennifer  | Instructional<br>II_Administrative<br>I_2810_9225_1115<br>_Elementary K-<br>6_Special<br>Education PK-<br>12_Principal PK-12                           | K-5  | (2844-Elementary,<br>Primary Grades 1-3<br>(100%)                 | 1680 | 100 |
| Testa, Kelly      | Instructional<br>I_2810_Elementary<br>K-6                                                                                                              | K-5  | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)           | 1680 | 100 |
| Teszna, Alec      | Instructional<br>I_6800_Math 7-12                                                                                                                      | 9-12 | (2860-ML Math 7-9<br>(100%)                                       | 1680 | 100 |



|                      |                                                                                                                                                            |       |                                                                   |      |     |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|------|-----|
| Trella, Shari        | Instructional<br>I_1603_3100_Busi<br>ness-Computer-<br>Info Tech PK-<br>12_Grades 4-8 (All<br>subjects 4-6,<br>Mathematics 7-8)                            | K-5   | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| Trenholm, Kristin    | Educational<br>Specialist<br>II_1837_Secondary<br>School Counselor 7-<br>12                                                                                | 9-12  | 1837-Secondary School<br>Counselor (100%)                         | 1680 | 100 |
| Urban, Erin          | Instructional<br>II_1405_9225_Art<br>PK-12_Special<br>Education PK-12                                                                                      | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                     | 1680 | 100 |
| Valentine, Lon       | Instructional<br>I_8875_Social<br>Studies 7-12                                                                                                             | 9-12  | (8845-History 10-12<br>(50%)_8875-Social Studies<br>10-12 (50%))  | 1680 | 100 |
| Vanderschaaff, James | Instructional<br>I_Administrative<br>I_1115_8875_Socia<br>l Studies 7-<br>12_Principal PK-12                                                               | 6-8   | (2870-ML Social Studies 7-<br>9 (100%))                           | 1680 | 100 |
| Vanucci, Jennifer    | Instructional<br>II_9225_Special<br>Education PK-12                                                                                                        | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                     | 1680 | 100 |
| Vasquez, Morgan      | Instructional<br>I_6800_Math 7-12                                                                                                                          | 6-8   | (2860-ML Math 7-9<br>(100%))                                      | 1680 | 100 |
| Velte, Emily         | Instructional<br>II_2860_5600_887<br>5_9225_MidLevel<br>Math 6-9_Family<br>Consumer Science<br>PK-12_Social<br>Studies 7-<br>12_Special<br>Education PK-12 | 9-12  | (8830-Economics (100%))                                           | 1680 | 100 |

|                  |                                                                                                                                                                       |       |                                                                   |      |     |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|------|-----|
| Venturella, John | Instructional<br>II_2810_2870_922<br>5_Elementary K-<br>6_MidLevel<br>Citizenship 6-<br>9_Special<br>Education PK-12                                                  | 6-8   | (2870-ML Social Studies 7-<br>9 (100%))                           | 1680 | 100 |
| Veon, David      | Instructional<br>II_2810_7650_922<br>6_Elementary K-<br>6_Reading<br>Specialist_Special<br>Education PK-8                                                             | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                     | 1680 | 100 |
| Vigrass, Paula   | Instructional<br>I_1603_6800_Busi<br>ness-Computer-<br>Info Tech PK-<br>12_Math 7-12                                                                                  | 9-12  | (6800-Math 10-12 (100%))                                          | 1680 | 100 |
| Vitale, Bradley  | Instructional<br>I_2810_9225_Elem<br>entary K-6_Special<br>Education PK-12                                                                                            | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                     | 1680 | 100 |
| Volek, Deborah   | Instructional<br>I_Educational<br>Specialist<br>I_2810_1836_1837<br>_Elementary K-<br>6_Elementary<br>School Counselor K-<br>5_Secondary<br>School Counselor 7-<br>12 | K-5   | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| Wahal, Athena    | Instructional<br>I_2810_2850_2860<br>_9225_Elementary<br>K-6_MidLevel<br>English 6-<br>9_MidLevel Math 6-<br>9_Special<br>Education PK-12                             | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                     | 1680 | 100 |

|                  |                                                                                                                                       |       |                                                          |      |     |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------|------|-----|
| Waida, Ashli     | Instructional<br>II_2810_Elementary<br>K-6                                                                                            | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))           | 1680 | 100 |
| Walaan, George   | Instructional<br>I_Administrative<br>II_2810_1115_Elementary<br>K-6_Principal PK-12                                                   | PK-12 | (1112-Assistant/Vice MS<br>Principal (100%))             | 1680 | 100 |
| Waldroup, Kristy | Instructional<br>II_2810_9225_Elementary<br>K-6_Special<br>Education PK-12                                                            | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))            | 1680 | 100 |
| Wallace, Deborah | Instructional<br>II_8420_8450_Chemistry<br>7-12_General<br>Science 7-12                                                               | 9-12  | 8420-Chemistry (100%)                                    | 1680 | 100 |
| Wayman, Juliana  | Instructional<br>I_2825_9231_Grades<br>PK-4_Special<br>Education PK-12                                                                | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))            | 1680 | 100 |
| Wehman, Heather  | Instructional<br>II_2810_9225_Elementary<br>K-6_Special<br>Education PK-12                                                            | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))            | 1680 | 100 |
| Weidler, Amanda  | Instructional<br>II_2810_2860_7650_9225_Elementary<br>K-6_MidLevel<br>Math 6-9_Reading<br>Specialist PK-12_Special<br>Education PK-12 | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%))           | 1680 | 100 |
| West, Megan      | Instructional<br>I_3100_Grades 4-8<br>(All Subjects 4-6,<br>Social Studies 7-8)                                                       | K-5   | (2845-Elementary ,<br>Intermediate Grades 4-6<br>(100%)) | 1680 | 100 |

|                   |                                                                                                                                                                      |       |                                                                                                                                             |      |     |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------|------|-----|
| Wetzel, Katelyn   | Instructional<br>II_Administrative<br>I_6800_1115_Mat<br>h 7-12_Principal PK-<br>12                                                                                  | 6-8   | (2860-ML Math 7-9<br>(100%))                                                                                                                | 1680 | 100 |
| White, Eric       | Instructional<br>I_1405_3230_8875<br>_9225_Art PK-<br>12_English 7-<br>12_Social Studies 7-<br>12_Special<br>Education PK-12                                         | 6-8   | (9370-Special Ed, ML<br>Social Studies 7-9 (100%))                                                                                          | 1680 | 100 |
| Williams, Kristi  | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                                                      | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                                                                                               | 1680 | 100 |
| Williams, Kristin | Instructional<br>I_2810_9235_Elem<br>entary K-6_Mental<br>and/or Physical<br>Handicapped PK-12                                                                       | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%))                                                                                               | 1680 | 100 |
| Williams, Megan   | Instructional<br>I_Endorsement_28<br>25_7650_9226_11<br>82_Grades PK-<br>4_Reading<br>Specialist PK-<br>12_Special<br>Education PK-<br>8_Instructional<br>6-12 PK-12 | PK-12 | (7606-Developmental<br>Reading, Elementary<br>Classes, PreK-6<br>(50%)/7607-<br>Developmental Reading,<br>Secondary Classes, 7-12<br>(50%)) | 1680 | 100 |
| Williams, Melissa | Instructional<br>II_2810_2850_Ele<br>mentary K-<br>6_MidLevel English<br>6-9                                                                                         | 6-8   | (2850-ML English 7-9<br>(100%))                                                                                                             | 1680 | 100 |

|                    |                                                                                                                                 |       |                                                                   |      |     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|------|-----|
| Wisniewski, Sean   | Instructional<br>II_Administrative II<br>_8875_1115_Social<br>Studies 7-<br>12_Principal PK-12                                  | PK-12 | (1106-Assistant/Vice<br>Secondary Principal<br>(100%)             | 1680 | 100 |
| Wistuk, Elizabeth  | Instructional<br>II_2860_3230_887<br>5_9225_ML Math 6-<br>9_English 7-<br>12_Social Studies 7-<br>12_Special<br>Education PK-12 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |
| Wojtkowiak, Alison | Instructional II<br>6800_Math 7-12                                                                                              | 6-8   | (2860-ML Math 7-9<br>(100%)                                       | 1680 | 100 |
| Woznicki, Ashlee   | Instructional<br>II_2810_9225_Ele<br>mentary K-<br>6_Special<br>Education PK-12                                                 | PK-12 | (9225-Special Ed,<br>Resource PreK-12 (100%)                      | 1680 | 100 |
| Yaria, Alesha      | Educational<br>Specialist<br>II_1836_1837_Ele<br>mentary School<br>Counselor K-<br>6_Secondary<br>School Counselor 7-<br>12     | 9-12  | (9900-Other not listed<br>above (certificated<br>personnel) 100%) | 1680 | 100 |
| Yates, Kara        | Instructional<br>II_2810_Elementar<br>y K-6                                                                                     | K-5   | (2844-Elementary Primary<br>Grades 1-3 (100%)                     | 1680 | 100 |
| Yeager, Jessica    | Instructional<br>II_6800_Math 7-12                                                                                              | 6-8   | (2860-ML Math 7-9<br>(100%)                                       | 1680 | 100 |

|                  |                                                                                                                                                            |     |                             |      |     |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------|------|-----|
| Zimmerman, Miles | Instructional<br>II_3100_3100_Gra<br>des 4-8(All Subjects<br>4-6, Math 7-<br>8)_Grades 4-8(All<br>Subjects 4-6,<br>English, Language<br>Arts, Reading 7-8) | 6-8 | (2860-ML Math 7-9<br>(100%) | 1680 | 100 |
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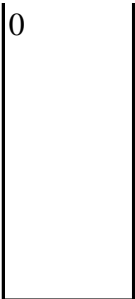




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# PA CYBER| 2024-2025 STAFF CALENDAR

| JULY 2024 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 | 31 |    |    |    |

1-5 School Closed  
12 School Closed  
19 School Closed  
26 School Closed

1 Winter Break School Closed  
No School For Students  
14-16 Diagnostic/Benchmark Screenings  
17 End of 2<sup>nd</sup> Quarter  
Modified Schedule For Students  
20 All Staff In-Service **BLACKOUT**  
No School For Students  
31 Course Transfers End

| JANUARY 2025 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

| AUGUST 2024 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

2 School Closed  
9 School Closed  
13 All Staff In-Service **BLACKOUT**  
14 Academic In-Service **BLACKOUT**  
19-30 **BLACKOUT**  
21 Great Starts Day (MANDATORY)  
23 Back to School Open House  
23 Clerical Day For Instructional Staff  
26 First Day of School

3 100<sup>th</sup> Day of School  
17 Academic In-Service **BLACKOUT**  
No School For Students  
21 Middle of 3<sup>rd</sup> Quarter

| FEBRUARY 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 |    |

| SEPTEMBER 2024 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 |    |    |    |    |    |

2 Labor Day School Closed  
No School For Students  
2-6 **BLACKOUT**  
9 Course Transfers Begin  
17-19 Diagnostic /Benchmark Screening  
26 Middle of 1<sup>st</sup> Quarter

25 End of 3<sup>rd</sup> Quarter  
28 Modified Schedule For Students  
State Assessment Training for Staff

| MARCH 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

| OCTOBER 2024 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

14 Academic In-Service **BLACKOUT**  
No School For Students  
29 End of 1<sup>st</sup> Quarter

16 Modified Schedule For Students  
17-21 Spring Break School Closed  
No School For Students  
29-30 PSSA Testing Window Grades 3-8  
**BLACKOUT**  
30 Middle of 4<sup>th</sup> Quarter

| APRIL 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    | 1  | 2  | 3  | 4  | 5  |
| 6          | 7  | 8  | 9  | 10 | 11 | 12 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 |
| 27         | 28 | 29 | 30 |    |    |    |

| NOVEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |

1 Modified Schedule for Students  
11 Veterans Day School Closed  
No School For Students  
27-29 Fall Break School Closed  
No School For Students

1 PSSA Testing Window Grades 3-8  
**BLACKOUT**  
13-15 Keystone Spring Exams  
13 Literature, 14 Algebra, 15 Biology  
Diagnostic/Benchmark Screening(K-2)  
**BLACKOUT**  
19 Seniors Last Day to Submit Coursework  
19-30 **BLACKOUT**  
26 Memorial's Day School Closed  
No School For Students

| MAY 2025 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 | 31 |

| DECEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

2 Fall Break School Closed  
No School For Students  
6 Middle of 2<sup>nd</sup> Quarter  
20 Modified Schedule For Students  
Staff Early Release  
23-31 Winter Break School Closed  
No School For Students

2 Modified Schedule for Students  
Last Day of School **BLACKOUT**  
3 Clerical Day For Instructional Staff  
6 Tentative Western Graduation  
11 Tentative Eastern Graduation  
19 Juneteenth School Closed  
24-30 Annual Warehouse Inventory Shutdown

| JUNE 2025 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 |    |    |    |    |    |

# PA CYBER| 2024-2025 STAFF CALENDAR

## 2024-2025 Teacher In-Service Days

| 200 Day VC Teachers                           | 190 Day VC Teachers                 | 210 Day Teachers                    | Special Education Teachers                                |
|-----------------------------------------------|-------------------------------------|-------------------------------------|-----------------------------------------------------------|
| August 12 <sup>th</sup> (New Hire Onboarding) | August 13 <sup>th</sup> School Wide | August 13 <sup>th</sup> School Wide | August 13 <sup>th</sup> School Wide                       |
| August 13 <sup>th</sup> School Wide           | August 14 <sup>th</sup> Academic    | August 14 <sup>th</sup> Academic    | August 14 <sup>th</sup> Academic                          |
| August 14 <sup>th</sup> Academic              | August 20 <sup>th</sup>             | August 20 <sup>th</sup>             | August 15 <sup>th</sup><br>(Special Education Department) |
| August 15 <sup>th</sup>                       | August 21 <sup>st</sup>             | August 21 <sup>st</sup>             | August 20 <sup>th</sup>                                   |
| August 16 <sup>th</sup>                       | August 22 <sup>nd</sup> (Academy)   | August 22 <sup>nd</sup> (Academy)   | August 21 <sup>st</sup>                                   |
| August 19 <sup>th</sup>                       | August 23 <sup>rd</sup> (Clerical)  | August 23 <sup>rd</sup> (Clerical)  | August 22 <sup>nd</sup> (Academy)                         |
| August 20 <sup>th</sup>                       | October 14 <sup>th</sup>            | October 14 <sup>th</sup>            | August 23 <sup>rd</sup> (Clerical)                        |
| August 21 <sup>st</sup>                       | January 20 <sup>th</sup>            | January 20 <sup>th</sup>            | October 14 <sup>th</sup>                                  |
| August 22 <sup>nd</sup> (Academy)             | February 17 <sup>th</sup>           | February 17 <sup>th</sup>           | January 20 <sup>th</sup>                                  |
| August 23 <sup>rd</sup> (Clerical)            | June 3 <sup>rd</sup> (Clerical)     | June 3 <sup>rd</sup> (Clerical)     | February 17 <sup>th</sup>                                 |
| October 14 <sup>th</sup>                      |                                     |                                     | June 3 <sup>rd</sup> (Clerical)                           |
| January 20 <sup>th</sup>                      |                                     |                                     |                                                           |
| February 17 <sup>th</sup>                     |                                     |                                     |                                                           |
| June 3 <sup>rd</sup> (Clerical)               |                                     |                                     |                                                           |
| June 4 <sup>th</sup>                          |                                     |                                     |                                                           |
| June 5 <sup>th</sup>                          |                                     |                                     |                                                           |
| June 6 <sup>th</sup>                          |                                     |                                     |                                                           |
| June 9 <sup>th</sup>                          |                                     |                                     |                                                           |
| June 10 <sup>th</sup>                         |                                     |                                     |                                                           |
| June 11 <sup>th</sup>                         |                                     |                                     |                                                           |

## PA Cyber Modified Schedule

| Regular Course Start Time<br>(1hr & 1.5hr Courses) | Modified Schedule                     |
|----------------------------------------------------|---------------------------------------|
| 8:00AM                                             | 8:00AM – 8:35AM                       |
| 9:00AM                                             | 8:35AM – 9:10AM                       |
| 10:00AM                                            | 9:10AM – 9:45AM                       |
| 11:00AM                                            | 9:45AM – 10:20AM                      |
| 12:00PM                                            | 10:20AM – 10:55AM                     |
| 1:00PM                                             | 10:55AM – 11:30AM                     |
| 2:00PM                                             | 11:30AM – 12:05PM                     |
| 3:00PM                                             | Classes/Clubs/Workshops Will Not Meet |
| Grade 2 VC and Learning Support                    |                                       |
| Regular Course Start Time                          | Modified Schedule                     |
| 8:30AM                                             | 8:35AM – 10:20AM                      |
| 1:00PM                                             | 10:55AM – 11:30AM                     |
| Grade 3, 4, & 5 VC and Learning Support            |                                       |
| Regular Course Start Time                          | Modified Schedule                     |
| 8:30AM                                             | 8:35AM – 9:10AM                       |
| 10:30AM                                            | 9:45AM – 10:20AM                      |

All Staff In-Service days are required for all staff and are considered mandatory and Blackout Dates

All Academic In-Service days are required for all academic staff and are considered mandatory and are Blackout Dates. Bold black cell outline denotes Blackout Dates

Calendar dates marked "Modified Schedule For Students" are normal full workdays for staff unless otherwise noted or communicated

First Day of Summer Hours begin June 10, 2024 and Last Day of Summer Hours is August 12, 2024



# Progress Monitoring & Progress Reports 2024-2025

## Progress Reports due to families:

November 6, 2024  
January 23, 2025  
April 2, 2025  
June 5, 2025

## Deadlines

Progress reports for all students with an IEP need to be sent home prior to the days listed above.

## Progress Indicators

Independent Mastery

Progressing

Limited Progress

Not Introduced

Progress Reporting

Inconclusive

Student has regressed

## 9-12 Exact Path Diagnostic

### Reading Comprehension in W.I.N. Blocks and English LS classes:

Week of September 10, 2024  
Week of March 24, 2025



### Math Computation in W.I.N. Blocks and Math LS classes:

Week of September 17, 2024  
Week of March 31, 2025

## STAR Early Literacy, Reading, Math Tests

October 7, 2024 through October 18, 2024  
December 3, 2024 through December 13, 2024  
January 6, 2025 through January 17, 2025  
March 3, 2025 through March 14, 2025  
May 5, 2025 through May 16, 2025

### Language Arts in W.I.N. Blocks, Science LS, and Social Studies LS classes:

Week of September 24, 2024  
Week of April 7, 2025

Reminder: You will need to have students scheduled for the Diagnostic before the window begins, for both IEP Goals and Learning Support Classes. Students who have not previously taken the Diagnostic should be set 2 grade levels below their current grade level. Students who have already taken the Diagnostic should be left at default.

## STAR CBM Dates:

September 9, 2024 to September 20, 2024  
October 7, 2024 to October 18, 2024  
November 4, 2024 to November 15, 2024  
December 3, 2024 to December 13, 2024  
January 6, 2025 to January 17, 2025  
March 3, 2025 to March 14, 2025  
March 31, 2025 to April 11, 2025  
May 5, 2025 to May 16, 2025

Reminder: You will need to schedule these carefully to ensure there are two weeks between testing sessions.

## Oral Reading Fluency (ORF):

October 15, 2024 to November 4, 2024  
December 16, 2024 to January 16, 2025  
February 24, 2025 to March 31, 2025  
April 14, 2025 to May 30, 2025

Reminder: You will need to schedule these in-person, 60-seconds per student, during these windows.



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## PA Cyber Curriculum Maps and Calendars

English Language Arts 2024-2025

### K-5 Academy

| Course Title    | Curriculum Map Link                                                                                                                   | Unit Calendar Link                                                                                                                                      |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Arts K | <a href="https://pacyber.widen.net/s/lbhdccc9g7/language-arts-k_2425">https://pacyber.widen.net/s/lbhdccc9g7/language-arts-k_2425</a> | <a href="https://pacyber.widen.net/s/pxltmt5cqk/language-arts-k-unit-calendar">https://pacyber.widen.net/s/pxltmt5cqk/language-arts-k-unit-calendar</a> |
| Language Arts 1 | <a href="https://pacyber.widen.net/s/z9dmhkm2x/languagearts1_cm2425">https://pacyber.widen.net/s/z9dmhkm2x/languagearts1_cm2425</a>   | <a href="https://pacyber.widen.net/s/p22jdvjzlh/languagearts1_uc2425">https://pacyber.widen.net/s/p22jdvjzlh/languagearts1_uc2425</a>                   |
| Language Arts 2 | <a href="https://pacyber.widen.net/s/bznpx2psvg/languagearts2_cm2425">https://pacyber.widen.net/s/bznpx2psvg/languagearts2_cm2425</a> | <a href="https://pacyber.widen.net/s/ft2x6sfwbp/languagearts2_uc2425">https://pacyber.widen.net/s/ft2x6sfwbp/languagearts2_uc2425</a>                   |
| Language Arts 3 | <a href="https://pacyber.widen.net/s/tt8mfzf6hr/languagearts3_cm2425">https://pacyber.widen.net/s/tt8mfzf6hr/languagearts3_cm2425</a> | <a href="https://pacyber.widen.net/s/fj27nfc2p/languagearts3_uc2425">https://pacyber.widen.net/s/fj27nfc2p/languagearts3_uc2425</a>                     |
| Language Arts 4 | <a href="https://pacyber.widen.net/s/pdhj6rxvni/languagearts4_cm2425">https://pacyber.widen.net/s/pdhj6rxvni/languagearts4_cm2425</a> | <a href="https://pacyber.widen.net/s/hmnrvnzq9m/languagearts4_uc2425">https://pacyber.widen.net/s/hmnrvnzq9m/languagearts4_uc2425</a>                   |
| Language Arts 5 | <a href="https://pacyber.widen.net/s/8czszkzq6k/languagearts5_cm2425">https://pacyber.widen.net/s/8czszkzq6k/languagearts5_cm2425</a> | <a href="https://pacyber.widen.net/s/sgks7mwwrz/languagearts5_uc2324">https://pacyber.widen.net/s/sgks7mwwrz/languagearts5_uc2324</a>                   |

### 6-8 Academy

| Course Title    | Curriculum Map Link                                                                                                                   | Unit Calendar Link                                                                                                                      |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Language Arts 6 | <a href="https://pacyber.widen.net/s/svr6zzff8p/languagearts6_cm2425">https://pacyber.widen.net/s/svr6zzff8p/languagearts6_cm2425</a> | <a href="https://pacyber.widen.net/s/5cscv7tgkdj/languagearts6_uc2425">https://pacyber.widen.net/s/5cscv7tgkdj/languagearts6_uc2425</a> |
| English 7       | <a href="https://pacyber.widen.net/s/jkdsg9rwgl/english7_cm2425">https://pacyber.widen.net/s/jkdsg9rwgl/english7_cm2425</a>           | <a href="https://pacyber.widen.net/s/rtlfwwwxfmw/english7_uc2425">https://pacyber.widen.net/s/rtlfwwwxfmw/english7_uc2425</a>           |
| English 8       | <a href="https://pacyber.widen.net/s/xccqdzhnkt/english8_cm2425">https://pacyber.widen.net/s/xccqdzhnkt/english8_cm2425</a>           | <a href="https://pacyber.widen.net/s/9hjb7dpgxl/english8_uc2425">https://pacyber.widen.net/s/9hjb7dpgxl/english8_uc2425</a>             |

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## 9-12 Academy

| Course Title                        | Curriculum Map Link                                                                                                           | Unit Calendar Link                                                                                                            |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| English 9                           | <a href="https://pacyber.widen.net/s/nzbqrhps2r/english9_cm2425">https://pacyber.widen.net/s/nzbqrhps2r/english9_cm2425</a>   | <a href="https://pacyber.widen.net/s/hslhtbbhwh/english9_uc2425">https://pacyber.widen.net/s/hslhtbbhwh/english9_uc2425</a>   |
| English 10                          | <a href="https://pacyber.widen.net/s/hrcgdcfzfz/english10_cm2425">https://pacyber.widen.net/s/hrcgdcfzfz/english10_cm2425</a> | <a href="https://pacyber.widen.net/s/lfhxwpmwbd/english10_uc2425">https://pacyber.widen.net/s/lfhxwpmwbd/english10_uc2425</a> |
| English 11                          | <a href="https://pacyber.widen.net/s/pqcxbmhm2n/english11_cm2425">https://pacyber.widen.net/s/pqcxbmhm2n/english11_cm2425</a> | <a href="https://pacyber.widen.net/s/vss9n7mfz6/english11_uc2425">https://pacyber.widen.net/s/vss9n7mfz6/english11_uc2425</a> |
| AP English Language & Composition   | <a href="https://pacyber.widen.net/s/8wskxczgp/aplang_cm2425">https://pacyber.widen.net/s/8wskxczgp/aplang_cm2425</a>         | <a href="https://pacyber.widen.net/s/qjhzqdzd/jg/aplang_uc2425">https://pacyber.widen.net/s/qjhzqdzd/jg/aplang_uc2425</a>     |
| AP English Literature & Composition | <a href="https://pacyber.widen.net/s/hqnrctdj8/aplit_cm2425">https://pacyber.widen.net/s/hqnrctdj8/aplit_cm2425</a>           | <a href="https://pacyber.widen.net/s/fj9mzmhtlb/aplit_uc2425">https://pacyber.widen.net/s/fj9mzmhtlb/aplit_uc2425</a>         |
| English Composition (CIHS)          | <a href="https://pacyber.widen.net/s/jcxtdpnsrp/engcihs_cm2425">https://pacyber.widen.net/s/jcxtdpnsrp/engcihs_cm2425</a>     | <a href="https://pacyber.widen.net/s/tnpf7j69kn/engcihs_uc2425">https://pacyber.widen.net/s/tnpf7j69kn/engcihs_uc2425</a>     |
| African American Literature         | <a href="https://pacyber.widen.net/s/bvcdhjs826/afamlit_cm2425">https://pacyber.widen.net/s/bvcdhjs826/afamlit_cm2425</a>     | <a href="https://pacyber.widen.net/s/dcjhbztcq2/afamlit_uc2425">https://pacyber.widen.net/s/dcjhbztcq2/afamlit_uc2425</a>     |
| Contemporary Young Adult Literature | <a href="https://pacyber.widen.net/s/hrppmzbqtn/cyalit_cm2425">https://pacyber.widen.net/s/hrppmzbqtn/cyalit_cm2425</a>       | <a href="https://pacyber.widen.net/s/9wkssk68fb/cyalit_uc2425">https://pacyber.widen.net/s/9wkssk68fb/cyalit_uc2425</a>       |
| English Grammar                     | <a href="https://pacyber.widen.net/s/z8kql6lb7k/enggram_cm2425">https://pacyber.widen.net/s/z8kql6lb7k/enggram_cm2425</a>     | <a href="https://pacyber.widen.net/s/mvfpptmrdg/enggram_uc2425">https://pacyber.widen.net/s/mvfpptmrdg/enggram_uc2425</a>     |
| Creative Writing                    | <a href="https://pacyber.widen.net/s/hm6xqrzqjl/crwrite_cm2425">https://pacyber.widen.net/s/hm6xqrzqjl/crwrite_cm2425</a>     | <a href="https://pacyber.widen.net/s/2lnfdm5w2/crwrite_uc2425">https://pacyber.widen.net/s/2lnfdm5w2/crwrite_uc2425</a>       |
| Exploring Young Adult Literature    | <a href="https://pacyber.widen.net/s/z8lcnllqsr/expyalit_cm2425">https://pacyber.widen.net/s/z8lcnllqsr/expyalit_cm2425</a>   | <a href="https://pacyber.widen.net/s/jffqng9wh/expyalit_uc2425">https://pacyber.widen.net/s/jffqng9wh/expyalit_uc2425</a>     |
| Literary Explorations               | <a href="https://pacyber.widen.net/s/w7kbzmx8h5/litexp_cm2425">https://pacyber.widen.net/s/w7kbzmx8h5/litexp_cm2425</a>       | <a href="https://pacyber.widen.net/s/pf7tq2xhcr/litexp_uc2425">https://pacyber.widen.net/s/pf7tq2xhcr/litexp_uc2425</a>       |
| Mythology                           | <a href="https://pacyber.widen.net/s/jxhzlcjhc8/myth_cm2425">https://pacyber.widen.net/s/jxhzlcjhc8/myth_cm2425</a>           | <a href="https://pacyber.widen.net/s/qggmrtfgq/myth_uc2425">https://pacyber.widen.net/s/qggmrtfgq/myth_uc2425</a>             |
| Short Stories                       | <a href="https://pacyber.widen.net/s/khsmqzlgnr/shstories_cm2425">https://pacyber.widen.net/s/khsmqzlgnr/shstories_cm2425</a> | <a href="https://pacyber.widen.net/s/5n8jlg717z/shstories_uc2425">https://pacyber.widen.net/s/5n8jlg717z/shstories_uc2425</a> |
| Technical Writing                   | <a href="https://pacyber.widen.net/s/lpbcrds7nh/techwrite_cm2425">https://pacyber.widen.net/s/lpbcrds7nh/techwrite_cm2425</a> | <a href="https://pacyber.widen.net/s/dmhffvj2r6/techwrite_uc2425">https://pacyber.widen.net/s/dmhffvj2r6/techwrite_uc2425</a> |

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## PA Cyber Curriculum Maps and Calendars

### Mathematics 2024-2025

#### K-5 Academy

| Course Title  | Curriculum Map Link                                                                                                   | Unit Calendar Link                                                                                                    |
|---------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Mathematics K | <a href="https://pacyber.widen.net/s/bqdn9zvdxq/mathk_cm2425">https://pacyber.widen.net/s/bqdn9zvdxq/mathk_cm2425</a> | <a href="https://pacyber.widen.net/s/zkg5t7h6nb/mathk_uc2425">https://pacyber.widen.net/s/zkg5t7h6nb/mathk_uc2425</a> |
| Mathematics 1 | <a href="https://pacyber.widen.net/s/nns9gkrwqr/math1_cm2425">https://pacyber.widen.net/s/nns9gkrwqr/math1_cm2425</a> | <a href="https://pacyber.widen.net/s/hqbw6chtgx/math1_uc2425">https://pacyber.widen.net/s/hqbw6chtgx/math1_uc2425</a> |
| Mathematics 2 | <a href="https://pacyber.widen.net/s/9tdzl2qcv5/math2_cm2425">https://pacyber.widen.net/s/9tdzl2qcv5/math2_cm2425</a> | <a href="https://pacyber.widen.net/s/mwvvlq2qnp/math2_uc2425">https://pacyber.widen.net/s/mwvvlq2qnp/math2_uc2425</a> |
| Mathematics 3 | <a href="https://pacyber.widen.net/s/rxqtbrxt5d/math3_cm2425">https://pacyber.widen.net/s/rxqtbrxt5d/math3_cm2425</a> | <a href="https://pacyber.widen.net/s/tgkdgwwkf/math3_uc2425">https://pacyber.widen.net/s/tgkdgwwkf/math3_uc2425</a>   |
| Mathematics 4 | <a href="https://pacyber.widen.net/s/9vbmgbgksp/math4_cm2425">https://pacyber.widen.net/s/9vbmgbgksp/math4_cm2425</a> | <a href="https://pacyber.widen.net/s/zj58t5pk8d/math4_uc2425">https://pacyber.widen.net/s/zj58t5pk8d/math4_uc2425</a> |
| Mathematics 5 | <a href="https://pacyber.widen.net/s/hmfl55hmkm/math5_cm2425">https://pacyber.widen.net/s/hmfl55hmkm/math5_cm2425</a> | <a href="https://pacyber.widen.net/s/bgjxrjwvdk/math5_uc2425">https://pacyber.widen.net/s/bgjxrjwvdk/math5_uc2425</a> |

#### 6-8 Academy

| Course Title  | Curriculum Map Link                                                                                                   | Unit Calendar Link                                                                                                    |
|---------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Mathematics 6 | <a href="https://pacyber.widen.net/s/d8qghjxcp/math6_cm2425">https://pacyber.widen.net/s/d8qghjxcp/math6_cm2425</a>   | <a href="https://pacyber.widen.net/s/mwnmzsdfxb/math6_uc2425">https://pacyber.widen.net/s/mwnmzsdfxb/math6_uc2425</a> |
| Mathematics 7 | <a href="https://pacyber.widen.net/s/ch9csmvtb/math7_cm2425">https://pacyber.widen.net/s/ch9csmvtb/math7_cm2425</a>   | <a href="https://pacyber.widen.net/s/ftjt29hnw/math7_uc2425">https://pacyber.widen.net/s/ftjt29hnw/math7_uc2425</a>   |
| Mathematics 8 | <a href="https://pacyber.widen.net/s/6kzqzzt5rt/math8_cm2425">https://pacyber.widen.net/s/6kzqzzt5rt/math8_cm2425</a> | <a href="https://pacyber.widen.net/s/xzql6rvlbz/math8_uc2425">https://pacyber.widen.net/s/xzql6rvlbz/math8_uc2425</a> |

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## 9-12 Academy

| Course Title          | Curriculum Map Link                                                                                                         | Unit Calendar Link                                                                                                          |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Algebra IA            | <a href="https://pacyber.widen.net/s/8g7skc8ghp/algia_cm2425">https://pacyber.widen.net/s/8g7skc8ghp/algia_cm2425</a>       | <a href="https://pacyber.widen.net/s/jkdfpgk6bs/algia_uc2425">https://pacyber.widen.net/s/jkdfpgk6bs/algia_uc2425</a>       |
| Algebra IB            | <a href="https://pacyber.widen.net/s/vxjqhpxbgl/algib_cm2425">https://pacyber.widen.net/s/vxjqhpxbgl/algib_cm2425</a>       | <a href="https://pacyber.widen.net/s/j8hm7rxwc/algib_uc2425">https://pacyber.widen.net/s/j8hm7rxwc/algib_uc2425</a>         |
| Algebra I             | <a href="https://pacyber.widen.net/s/dhcjxpd8fb/alg_i_cm2425">https://pacyber.widen.net/s/dhcjxpd8fb/alg_i_cm2425</a>       | <a href="https://pacyber.widen.net/s/cmqm7qxsc/alg_i_uc2425">https://pacyber.widen.net/s/cmqm7qxsc/alg_i_uc2425</a>         |
| Geometry              | <a href="https://pacyber.widen.net/s/xlgzd2jllw/geometry_cm2425">https://pacyber.widen.net/s/xlgzd2jllw/geometry_cm2425</a> | <a href="https://pacyber.widen.net/s/vm2fgtmw5p/geometry_uc2425">https://pacyber.widen.net/s/vm2fgtmw5p/geometry_uc2425</a> |
| Algebra II            | <a href="https://pacyber.widen.net/s/vxsnhmfnhw/alg_ii_cm2425">https://pacyber.widen.net/s/vxsnhmfnhw/alg_ii_cm2425</a>     | <a href="https://pacyber.widen.net/s/h29hnqjtz/alg_ii_uc2425">https://pacyber.widen.net/s/h29hnqjtz/alg_ii_uc2425</a>       |
| Trigonometry          | <a href="https://pacyber.widen.net/s/ttgn2dbtkq/trig_cm2425">https://pacyber.widen.net/s/ttgn2dbtkq/trig_cm2425</a>         | <a href="https://pacyber.widen.net/s/cvpszxqllw/trig_uc2425">https://pacyber.widen.net/s/cvpszxqllw/trig_uc2425</a>         |
| Advanced Statistics   | <a href="https://pacyber.widen.net/s/szpgtxhxv/advstat_cm2425">https://pacyber.widen.net/s/szpgtxhxv/advstat_cm2425</a>     | <a href="https://pacyber.widen.net/s/gqzrh9z9pz/advstat_uc2425">https://pacyber.widen.net/s/gqzrh9z9pz/advstat_uc2425</a>   |
| Statistics (CIHS)     | <a href="https://pacyber.widen.net/s/fp6hql26x/statcihs_cm2425">https://pacyber.widen.net/s/fp6hql26x/statcihs_cm2425</a>   | <a href="https://pacyber.widen.net/s/cjkrp92wpm/statcihs_uc2425">https://pacyber.widen.net/s/cjkrp92wpm/statcihs_uc2425</a> |
| Pre-Calculus          | <a href="https://pacyber.widen.net/s/wrn2ptm2cm/precalc_cm2425">https://pacyber.widen.net/s/wrn2ptm2cm/precalc_cm2425</a>   | <a href="https://pacyber.widen.net/s/6d2x8hvdgg/precalc_uc2425">https://pacyber.widen.net/s/6d2x8hvdgg/precalc_uc2425</a>   |
| Calculus              | <a href="https://pacyber.widen.net/s/9ftglnlpc/calc_cm2425">https://pacyber.widen.net/s/9ftglnlpc/calc_cm2425</a>           | <a href="https://pacyber.widen.net/s/sgkcvwszg/calc_uc2425">https://pacyber.widen.net/s/sgkcvwszg/calc_uc2425</a>           |
| AP Calculus AB        | <a href="https://pacyber.widen.net/s/cf8hf2bdmw/apcalcab_cm2425">https://pacyber.widen.net/s/cf8hf2bdmw/apcalcab_cm2425</a> | <a href="https://pacyber.widen.net/s/cdvlhqlpi/apcalcab_uc2425">https://pacyber.widen.net/s/cdvlhqlpi/apcalcab_uc2425</a>   |
| Business Mathematics  | <a href="https://pacyber.widen.net/s/2zdwlxtrq/busmath_cm2425">https://pacyber.widen.net/s/2zdwlxtrq/busmath_cm2425</a>     | <a href="https://pacyber.widen.net/s/ncdscwhrdm/busmath_uc2425">https://pacyber.widen.net/s/ncdscwhrdm/busmath_uc2425</a>   |
| Consumer Mathematics  | <a href="https://pacyber.widen.net/s/8fvc9pnrwp/consmath_cm2425">https://pacyber.widen.net/s/8fvc9pnrwp/consmath_cm2425</a> | <a href="https://pacyber.widen.net/s/sglsfljnr/consmath_uc2425">https://pacyber.widen.net/s/sglsfljnr/consmath_uc2425</a>   |
| Financial Literacy    | <a href="https://pacyber.widen.net/s/qsnb88t9gc/finlit_cm2425">https://pacyber.widen.net/s/qsnb88t9gc/finlit_cm2425</a>     | <a href="https://pacyber.widen.net/s/vwg7fhvpgs/finlit_uc2425">https://pacyber.widen.net/s/vwg7fhvpgs/finlit_uc2425</a>     |
| Practical Mathematics | <a href="https://pacyber.widen.net/s/n9rddlqjql/pracmath_cm2425">https://pacyber.widen.net/s/n9rddlqjql/pracmath_cm2425</a> | <a href="https://pacyber.widen.net/s/zfkjkcctrl/pracmath_uc2425">https://pacyber.widen.net/s/zfkjkcctrl/pracmath_uc2425</a> |

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## PA Cyber Curriculum Maps and Calendars

Science 2024-2025

### K-5 Academy

| Course Title | Curriculum Map Link                                                                                                 | Unit Calendar Link                                                                                                  |
|--------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Science K    | <a href="https://pacyber.widen.net/s/pvkgpfzrgj/scik_cm2425">https://pacyber.widen.net/s/pvkgpfzrgj/scik_cm2425</a> | <a href="https://pacyber.widen.net/s/vzcgpxsxbw/scik_uc2425">https://pacyber.widen.net/s/vzcgpxsxbw/scik_uc2425</a> |
| Science 1    | <a href="https://pacyber.widen.net/s/ncbnxf7fks/sci1_cm2425">https://pacyber.widen.net/s/ncbnxf7fks/sci1_cm2425</a> | <a href="https://pacyber.widen.net/s/htmcbkzbf/sci1_uc2425">https://pacyber.widen.net/s/htmcbkzbf/sci1_uc2425</a>   |
| Science 2    | <a href="https://pacyber.widen.net/s/bvclvfpdri/sci2_cm2425">https://pacyber.widen.net/s/bvclvfpdri/sci2_cm2425</a> | <a href="https://pacyber.widen.net/s/rwgxv2xkdw/sci2_uc2425">https://pacyber.widen.net/s/rwgxv2xkdw/sci2_uc2425</a> |
| Science 3    | <a href="https://pacyber.widen.net/s/sdwrj82vfc/sci3_cm2425">https://pacyber.widen.net/s/sdwrj82vfc/sci3_cm2425</a> | <a href="https://pacyber.widen.net/s/nrvjxbtr/sci3_uc2425">https://pacyber.widen.net/s/nrvjxbtr/sci3_uc2425</a>     |
| Science 4    | <a href="https://pacyber.widen.net/s/5pvwq2qsgj/sci4_cm2425">https://pacyber.widen.net/s/5pvwq2qsgj/sci4_cm2425</a> | <a href="https://pacyber.widen.net/s/hhjdsgk2vf/sci4_uc2425">https://pacyber.widen.net/s/hhjdsgk2vf/sci4_uc2425</a> |
| Science 5    | <a href="https://pacyber.widen.net/s/ggwtmmmk6j/sci5_cm2425">https://pacyber.widen.net/s/ggwtmmmk6j/sci5_cm2425</a> | <a href="https://pacyber.widen.net/s/hczmnshbm/sci5_uc2425">https://pacyber.widen.net/s/hczmnshbm/sci5_uc2425</a>   |

### 6-8 Academy

| Course Title | Curriculum Map Link                                                                                                 | Unit Calendar Link                                                                                                  |
|--------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Science 6    | <a href="https://pacyber.widen.net/s/zksbpm9k8j/sci6_cm2425">https://pacyber.widen.net/s/zksbpm9k8j/sci6_cm2425</a> | <a href="https://pacyber.widen.net/s/98z5krrh5m/sci6_uc2425">https://pacyber.widen.net/s/98z5krrh5m/sci6_uc2425</a> |
| Science 7    | <a href="https://pacyber.widen.net/s/6f67vnztdz/sci7_cm2425">https://pacyber.widen.net/s/6f67vnztdz/sci7_cm2425</a> | <a href="https://pacyber.widen.net/s/srmmgqs5/sci7_uc2425">https://pacyber.widen.net/s/srmmgqs5/sci7_uc2425</a>     |
| Science 8    | <a href="https://pacyber.widen.net/s/gh6j8m9hvt/sci8_cm2425">https://pacyber.widen.net/s/gh6j8m9hvt/sci8_cm2425</a> | <a href="https://pacyber.widen.net/s/kwpzskfswj/sci8_uc2425">https://pacyber.widen.net/s/kwpzskfswj/sci8_uc2425</a> |

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## 9-12 Academy

| Course Title                 | Curriculum Map Link                                                                                                                     | Unit Calendar Link                                                                                                                      |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Biology                      | <a href="https://pacyber.widen.net/s/6hnknn5dwt/bio_cm2425">https://pacyber.widen.net/s/6hnknn5dwt/bio_cm2425</a>                       | <a href="https://pacyber.widen.net/s/jkml2hsjxz/bio_uc2425">https://pacyber.widen.net/s/jkml2hsjxz/bio_uc2425</a>                       |
| AP Biology                   | <a href="https://pacyber.widen.net/s/cx6rdgvx7h/apbio_cm2425">https://pacyber.widen.net/s/cx6rdgvx7h/apbio_cm2425</a>                   | <a href="https://pacyber.widen.net/s/wjxdldhlpt/apbio_uc2425">https://pacyber.widen.net/s/wjxdldhlpt/apbio_uc2425</a>                   |
| Principles of Biology (CIHS) | <a href="https://pacyber.widen.net/s/drfp8mtphp/biocih_s_cm2425">https://pacyber.widen.net/s/drfp8mtphp/biocih_s_cm2425</a>             | <a href="https://pacyber.widen.net/s/rqqvk6m5mw/biocih_s_uc2425">https://pacyber.widen.net/s/rqqvk6m5mw/biocih_s_uc2425</a>             |
| Environmental Science (CIHS) | <a href="https://pacyber.widen.net/s/wrjf27fhjt/envcihs_cm2425">https://pacyber.widen.net/s/wrjf27fhjt/envcihs_cm2425</a>               | <a href="https://pacyber.widen.net/s/l2jtl5fxvm/envcihs_uc2425">https://pacyber.widen.net/s/l2jtl5fxvm/envcihs_uc2425</a>               |
| Bioinformatics               | <a href="https://pacyber.widen.net/s/f6xbbclzpv/bioinformatics_cm2425">https://pacyber.widen.net/s/f6xbbclzpv/bioinformatics_cm2425</a> | <a href="https://pacyber.widen.net/s/skwlfsvsdh/bioinformatics_uc2425">https://pacyber.widen.net/s/skwlfsvsdh/bioinformatics_uc2425</a> |
| Astronomy                    | <a href="https://pacyber.widen.net/s/sz6zljwvjv/astro_cm2425">https://pacyber.widen.net/s/sz6zljwvjv/astro_cm2425</a>                   | <a href="https://pacyber.widen.net/s/ppcjidd6v9/astro_uc2425">https://pacyber.widen.net/s/ppcjidd6v9/astro_uc2425</a>                   |
| Earth Science                | <a href="https://pacyber.widen.net/s/xln7vcpgb/earthsci_cm2425">https://pacyber.widen.net/s/xln7vcpgb/earthsci_cm2425</a>               | <a href="https://pacyber.widen.net/s/fwc8q55dnx/earthsci_uc2425">https://pacyber.widen.net/s/fwc8q55dnx/earthsci_uc2425</a>             |
| Environmental Science        | <a href="https://pacyber.widen.net/s/fkrbtnhqsw/envisci_cm2425">https://pacyber.widen.net/s/fkrbtnhqsw/envisci_cm2425</a>               | <a href="https://pacyber.widen.net/s/zcnjqq2tz/envisci_uc2425">https://pacyber.widen.net/s/zcnjqq2tz/envisci_uc2425</a>                 |
| Renewable Energy             | <a href="https://pacyber.widen.net/s/chjnnzsggm/reneweng_cm2425">https://pacyber.widen.net/s/chjnnzsggm/reneweng_cm2425</a>             | <a href="https://pacyber.widen.net/s/clq6bmvkdh/reneweng_uc2425">https://pacyber.widen.net/s/clq6bmvkdh/reneweng_uc2425</a>             |
| Chemistry                    | <a href="https://pacyber.widen.net/s/vk8wb9vkci/chem_cm2425">https://pacyber.widen.net/s/vk8wb9vkci/chem_cm2425</a>                     | <a href="https://pacyber.widen.net/s/rw5l7xhcsz/chem_uc2425">https://pacyber.widen.net/s/rw5l7xhcsz/chem_uc2425</a>                     |
| Physical Science             | <a href="https://pacyber.widen.net/s/tznskvqvq/physsci_cm2425">https://pacyber.widen.net/s/tznskvqvq/physsci_cm2425</a>                 | <a href="https://pacyber.widen.net/s/flx7nmjrl/physsci_uc2425">https://pacyber.widen.net/s/flx7nmjrl/physsci_uc2425</a>                 |
| Physics                      | <a href="https://pacyber.widen.net/s/kskszzspmj/physics_cm2425">https://pacyber.widen.net/s/kskszzspmj/physics_cm2425</a>               | <a href="https://pacyber.widen.net/s/mcbmpvx5sz/physics_uc2425">https://pacyber.widen.net/s/mcbmpvx5sz/physics_uc2425</a>               |
| Marine Science               | <a href="https://pacyber.widen.net/s/fhtmvcglhp/marinesci_cm2425">https://pacyber.widen.net/s/fhtmvcglhp/marinesci_cm2425</a>           | <a href="https://pacyber.widen.net/s/2rjkqcgmsn/marinesci_uc2425">https://pacyber.widen.net/s/2rjkqcgmsn/marinesci_uc2425</a>           |
| Cutting Edge Science         | <a href="https://pacyber.widen.net/s/25fnmxf9lm/cutedge_cm2425">https://pacyber.widen.net/s/25fnmxf9lm/cutedge_cm2425</a>               | <a href="https://pacyber.widen.net/s/t592l9gn7p/cutedge_uc2425">https://pacyber.widen.net/s/t592l9gn7p/cutedge_uc2425</a>               |
| Introduction to Engineering  | <a href="https://pacyber.widen.net/s/qsnlnbr8wg/introtoeng_cm2425">https://pacyber.widen.net/s/qsnlnbr8wg/introtoeng_cm2425</a>         | <a href="https://pacyber.widen.net/s/6bprhfdwrz/introtoeng_uc2425">https://pacyber.widen.net/s/6bprhfdwrz/introtoeng_uc2425</a>         |
| Medicine                     | <a href="https://pacyber.widen.net/s/tdpfjbigrr/med_cm2425">https://pacyber.widen.net/s/tdpfjbigrr/med_cm2425</a>                       | <a href="https://pacyber.widen.net/s/fb9mvt7cx7/med_uc2425">https://pacyber.widen.net/s/fb9mvt7cx7/med_uc2425</a>                       |

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## PA Cyber Curriculum Maps and Calendars

### Social Studies 2024-2025

#### K-5 Academy

| Course Title     | Curriculum Map Link                                                                                                         | Unit Calendar Link                                                                                                          |
|------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Social Studies K | <a href="https://pacyber.widen.net/s/scfhpqlhvf/socstudk_cm2425">https://pacyber.widen.net/s/scfhpqlhvf/socstudk_cm2425</a> | <a href="https://pacyber.widen.net/s/lnzgwtnz5t/socstudk_uc2425">https://pacyber.widen.net/s/lnzgwtnz5t/socstudk_uc2425</a> |
| Social Studies 1 | <a href="https://pacyber.widen.net/s/s9rhwsxrwt/socstud1_cm2425">https://pacyber.widen.net/s/s9rhwsxrwt/socstud1_cm2425</a> | <a href="https://pacyber.widen.net/s/m6vxbskzzv/socstud1_uc2425">https://pacyber.widen.net/s/m6vxbskzzv/socstud1_uc2425</a> |
| Social Studies 2 | <a href="https://pacyber.widen.net/s/7ctcsdbxmp/socstud2_cm2425">https://pacyber.widen.net/s/7ctcsdbxmp/socstud2_cm2425</a> | <a href="https://pacyber.widen.net/s/qnw566fdnf/socstud2_uc2425">https://pacyber.widen.net/s/qnw566fdnf/socstud2_uc2425</a> |
| Social Studies 3 | <a href="https://pacyber.widen.net/s/hblcmq8llm/socstud3_cm2425">https://pacyber.widen.net/s/hblcmq8llm/socstud3_cm2425</a> | <a href="https://pacyber.widen.net/s/jrz8hc5mzk/socstud3_uc2425">https://pacyber.widen.net/s/jrz8hc5mzk/socstud3_uc2425</a> |
| Social Studies 4 | <a href="https://pacyber.widen.net/s/xtk8mkzmc2/socstud4_cm2425">https://pacyber.widen.net/s/xtk8mkzmc2/socstud4_cm2425</a> | <a href="https://pacyber.widen.net/s/rj5zxcqrbz/socstud4_uc2425">https://pacyber.widen.net/s/rj5zxcqrbz/socstud4_uc2425</a> |
| Social Studies 5 | <a href="https://pacyber.widen.net/s/dqnbjg7nxl/socstud5_cm2425">https://pacyber.widen.net/s/dqnbjg7nxl/socstud5_cm2425</a> | <a href="https://pacyber.widen.net/s/j5nvz9prj/socstud5_uc2425">https://pacyber.widen.net/s/j5nvz9prj/socstud5_uc2425</a>   |

#### 6-8 Academy

| Course Title     | Curriculum Map Link                                                                                                         | Unit Calendar Link                                                                                                            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Social Studies 6 | <a href="https://pacyber.widen.net/s/wvplv7q6j5/socstud6_cm2425">https://pacyber.widen.net/s/wvplv7q6j5/socstud6_cm2425</a> | <a href="https://pacyber.widen.net/s/zdqlj9tv6q/socstud6_uc2425">https://pacyber.widen.net/s/zdqlj9tv6q/socstud6_uc2425</a>   |
| Social Studies 7 | <a href="https://pacyber.widen.net/s/9tkwsfgsd/socstud7_cm2425">https://pacyber.widen.net/s/9tkwsfgsd/socstud7_cm2425</a>   | <a href="https://pacyber.widen.net/s/krij5xrdzgd/socstud7_uc2425">https://pacyber.widen.net/s/krij5xrdzgd/socstud7_uc2425</a> |
| Social Studies 8 | <a href="https://pacyber.widen.net/s/qkqxrtslzd/socstud8_cm2425">https://pacyber.widen.net/s/qkqxrtslzd/socstud8_cm2425</a> | <a href="https://pacyber.widen.net/s/zppnssrdvb/socstud8_uc2425">https://pacyber.widen.net/s/zppnssrdvb/socstud8_uc2425</a>   |

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## 9-12 Academy

| Course Title                        | Curriculum Map Link                                                                                                                     | Unit Calendar Link                                                                                                                  |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| African American History            | <a href="https://pacyber.widen.net/s/hx8srggcdg/afamhis_cm2425">https://pacyber.widen.net/s/hx8srggcdg/afamhis_cm2425</a>               | <a href="https://pacyber.widen.net/s/fk5vq8nfrj/afamhis_uc2425">https://pacyber.widen.net/s/fk5vq8nfrj/afamhis_uc2425</a>           |
| American Explorations               | <a href="https://pacyber.widen.net/s/qkwg2b6nxs/amexpl_cm2425">https://pacyber.widen.net/s/qkwg2b6nxs/amexpl_cm2425</a>                 | <a href="https://pacyber.widen.net/s/vvmztqd6g/amexpl_uc2425">https://pacyber.widen.net/s/vvmztqd6g/amexpl_uc2425</a>               |
| American History                    | <a href="https://pacyber.widen.net/s/pbtqxwcjdx/amhis_cm2425">https://pacyber.widen.net/s/pbtqxwcjdx/amhis_cm2425</a>                   | <a href="https://pacyber.widen.net/s/gplvwmwzkd/amhis_uc2425">https://pacyber.widen.net/s/gplvwmwzkd/amhis_uc2425</a>               |
| AP United States History            | <a href="https://pacyber.widen.net/s/czj8z6cbhn/apushis_cm2425">https://pacyber.widen.net/s/czj8z6cbhn/apushis_cm2425</a>               | <a href="https://pacyber.widen.net/s/v7lmlk2ksr/apushis_uc2425">https://pacyber.widen.net/s/v7lmlk2ksr/apushis_uc2425</a>           |
| American National Government (CIHS) | <a href="https://pacyber.widen.net/s/l8szsdltrh/amgovcihs_cm2425">https://pacyber.widen.net/s/l8szsdltrh/amgovcihs_cm2425</a>           | <a href="https://pacyber.widen.net/s/kxtdcnczgjz/amgovcihs_uc2425">https://pacyber.widen.net/s/kxtdcnczgjz/amgovcihs_uc2425</a>     |
| Western Civilization I (CIHS)       | <a href="https://pacyber.widen.net/s/zldtdbskpl/westcivi_cm2425">https://pacyber.widen.net/s/zldtdbskpl/westcivi_cm2425</a>             | <a href="https://pacyber.widen.net/s/wnqmbqnmw5/westcivi_uc2425">https://pacyber.widen.net/s/wnqmbqnmw5/westcivi_uc2425</a>         |
| Western Civilization II (CIHS)      | <a href="https://pacyber.widen.net/s/frgcztsxgr/westcivii_cm2425">https://pacyber.widen.net/s/frgcztsxgr/westcivii_cm2425</a>           | <a href="https://pacyber.widen.net/s/lzfjkpprzh/westcivii_uc2425">https://pacyber.widen.net/s/lzfjkpprzh/westcivii_uc2425</a>       |
| Survey of Economics (CIHS)          | <a href="https://pacyber.widen.net/s/5dbbfwd2sc/surveyofecon_cm2425">https://pacyber.widen.net/s/5dbbfwd2sc/surveyofecon_cm2425</a>     | <a href="https://pacyber.widen.net/s/rqmw59lt5/surveyofecon_uc2425">https://pacyber.widen.net/s/rqmw59lt5/surveyofecon_uc2425</a>   |
| Principles of Sociology (CIHS)      | <a href="https://pacyber.widen.net/s/rvlpm8z6hn/prinsoccihs_cm2425">https://pacyber.widen.net/s/rvlpm8z6hn/prinsoccihs_cm2425</a>       | <a href="https://pacyber.widen.net/s/dxtmlpfwzk/prinsoccihs_uc2425">https://pacyber.widen.net/s/dxtmlpfwzk/prinsoccihs_uc2425</a>   |
| Pennsylvania History                | <a href="https://pacyber.widen.net/s/xvw9jlltkg/pahis_cm2425">https://pacyber.widen.net/s/xvw9jlltkg/pahis_cm2425</a>                   | <a href="https://pacyber.widen.net/s/dhzztpgjt/pahis_uc2425">https://pacyber.widen.net/s/dhzztpgjt/pahis_uc2425</a>                 |
| 1960s America                       | <a href="https://pacyber.widen.net/s/htslkrxbj/1960am_cm2425">https://pacyber.widen.net/s/htslkrxbj/1960am_cm2425</a>                   | <a href="https://pacyber.widen.net/s/chqspzcvq7/1960am_uc2425">https://pacyber.widen.net/s/chqspzcvq7/1960am_uc2425</a>             |
| Civics                              | <a href="https://pacyber.widen.net/s/s2mrvmrbfx/civics_cm2425">https://pacyber.widen.net/s/s2mrvmrbfx/civics_cm2425</a>                 | <a href="https://pacyber.widen.net/s/pfnrhnnvzg/civics_uc2425">https://pacyber.widen.net/s/pfnrhnnvzg/civics_uc2425</a>             |
| Economics                           | <a href="https://pacyber.widen.net/s/f72pkwj7rz/econ_cm2425">https://pacyber.widen.net/s/f72pkwj7rz/econ_cm2425</a>                     | <a href="https://pacyber.widen.net/s/6cccsfbbnx/econ_uc2425">https://pacyber.widen.net/s/6cccsfbbnx/econ_uc2425</a>                 |
| Ancient History                     | <a href="https://pacyber.widen.net/s/ncnxktjsql/anchis_cm2425">https://pacyber.widen.net/s/ncnxktjsql/anchis_cm2425</a>                 | <a href="https://pacyber.widen.net/s/kfkllk5fkx/anchis_uc2425">https://pacyber.widen.net/s/kfkllk5fkx/anchis_uc2425</a>             |
| Cultural Explorations               | <a href="https://pacyber.widen.net/s/n8d5fb5slt/culturalexp_cm2425">https://pacyber.widen.net/s/n8d5fb5slt/culturalexp_cm2425</a>       | <a href="https://pacyber.widen.net/s/pvrc8cjt2r/culturalexp_uc2425">https://pacyber.widen.net/s/pvrc8cjt2r/culturalexp_uc2425</a>   |
| World Cultures                      | <a href="https://pacyber.widen.net/s/ffkqkvlzvkw/worldcultures_cm2425">https://pacyber.widen.net/s/ffkqkvlzvkw/worldcultures_cm2425</a> | <a href="https://pacyber.widen.net/s/ft2mnpz9b/worldcultures_uc2425">https://pacyber.widen.net/s/ft2mnpz9b/worldcultures_uc2425</a> |
| World Geography                     | <a href="https://pacyber.widen.net/s/rbzhdwcrqr/worldgeo_cm2425">https://pacyber.widen.net/s/rbzhdwcrqr/worldgeo_cm2425</a>             | <a href="https://pacyber.widen.net/s/xnqxsxnrtn/worldgeo_uc2425">https://pacyber.widen.net/s/xnqxsxnrtn/worldgeo_uc2425</a>         |
| World History                       | <a href="https://pacyber.widen.net/s/gdkpsjmf6t/worldhis_cm2425">https://pacyber.widen.net/s/gdkpsjmf6t/worldhis_cm2425</a>             | <a href="https://pacyber.widen.net/s/xff57j2chk/worldhis_uc2425">https://pacyber.widen.net/s/xff57j2chk/worldhis_uc2425</a>         |
| Psychology                          | <a href="https://pacyber.widen.net/s/5nzrjls2bc/psych_cm2425">https://pacyber.widen.net/s/5nzrjls2bc/psych_cm2425</a>                   | <a href="https://pacyber.widen.net/s/qmrkzfzsp/psych_uc2425">https://pacyber.widen.net/s/qmrkzfzsp/psych_uc2425</a>                 |
| Sociology                           | <a href="https://pacyber.widen.net/s/p7gjqzj6q5/sociology_cm2425">https://pacyber.widen.net/s/p7gjqzj6q5/sociology_cm2425</a>           | <a href="https://pacyber.widen.net/s/bvvrjdpdz/sociology_uc2425">https://pacyber.widen.net/s/bvvrjdpdz/sociology_uc2425</a>         |

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## PA Cyber Curriculum Maps and Calendars

K-12 Elective Offerings 2024-2025

### K-12 Health and Physical Education

| Course Title                                 | Curriculum Map Link                                                                                                               | Unit Calendar Link                                                                                                                |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| PE K                                         | <a href="https://pacyber.widen.net/s/ssdkvq5spm/physedk_cm2425">https://pacyber.widen.net/s/ssdkvq5spm/physedk_cm2425</a>         | <a href="https://pacyber.widen.net/s/grqtcdw6px/physedk_uc2425">https://pacyber.widen.net/s/grqtcdw6px/physedk_uc2425</a>         |
| PE 1                                         | <a href="https://pacyber.widen.net/s/fcz2mkdq/physed1_cm2425">https://pacyber.widen.net/s/fcz2mkdq/physed1_cm2425</a>             | <a href="https://pacyber.widen.net/s/pgmgmlijdw/physed1_uc2425">https://pacyber.widen.net/s/pgmgmlijdw/physed1_uc2425</a>         |
| PE 2                                         | <a href="https://pacyber.widen.net/s/zcjmcvjrtx/physed2_cm2425">https://pacyber.widen.net/s/zcjmcvjrtx/physed2_cm2425</a>         | <a href="https://pacyber.widen.net/s/nrwx6wjhrc/physed2_uc2425">https://pacyber.widen.net/s/nrwx6wjhrc/physed2_uc2425</a>         |
| PE 3                                         | <a href="https://pacyber.widen.net/s/xzqmwj9sc2/physed3_cm2425">https://pacyber.widen.net/s/xzqmwj9sc2/physed3_cm2425</a>         | <a href="https://pacyber.widen.net/s/rjk5gzrvp/physed3_uc2425">https://pacyber.widen.net/s/rjk5gzrvp/physed3_uc2425</a>           |
| PE 4                                         | <a href="https://pacyber.widen.net/s/jmgjwvv5tv/physed4_cm2425">https://pacyber.widen.net/s/jmgjwvv5tv/physed4_cm2425</a>         | <a href="https://pacyber.widen.net/s/rqzmczxwvh/physed4_uc2425">https://pacyber.widen.net/s/rqzmczxwvh/physed4_uc2425</a>         |
| PE 5                                         | <a href="https://pacyber.widen.net/s/s5znhwmtb/physed5_cm2425">https://pacyber.widen.net/s/s5znhwmtb/physed5_cm2425</a>           | <a href="https://pacyber.widen.net/s/bgzchljhdq/physed5_uc2425">https://pacyber.widen.net/s/bgzchljhdq/physed5_uc2425</a>         |
| PE 6                                         | <a href="https://pacyber.widen.net/s/hnfxgw7sfz/physed6_cm2425">https://pacyber.widen.net/s/hnfxgw7sfz/physed6_cm2425</a>         | <a href="https://pacyber.widen.net/s/mwqhkh82sn/physed6_uc2425">https://pacyber.widen.net/s/mwqhkh82sn/physed6_uc2425</a>         |
| PE 7                                         | <a href="https://pacyber.widen.net/s/njmtlclrw/physed7_cm2425">https://pacyber.widen.net/s/njmtlclrw/physed7_cm2425</a>           | <a href="https://pacyber.widen.net/s/q8tskclfdv/physed7_uc2425">https://pacyber.widen.net/s/q8tskclfdv/physed7_uc2425</a>         |
| PE 8                                         | <a href="https://pacyber.widen.net/s/7wnxvkn2f/physed8_cm2425">https://pacyber.widen.net/s/7wnxvkn2f/physed8_cm2425</a>           | <a href="https://pacyber.widen.net/s/mslxt2ccqd/physed8_uc2425">https://pacyber.widen.net/s/mslxt2ccqd/physed8_uc2425</a>         |
| Middle School Health                         | <a href="https://pacyber.widen.net/s/gmsxlk5sf/mshealth_cm2425">https://pacyber.widen.net/s/gmsxlk5sf/mshealth_cm2425</a>         | <a href="https://pacyber.widen.net/s/xlxvlqzfs5/mshealth_uc2425">https://pacyber.widen.net/s/xlxvlqzfs5/mshealth_uc2425</a>       |
| Middle School Nutrition and Personal Fitness | <a href="https://pacyber.widen.net/s/dlzs2wbzc/mshealthfit_cm2425">https://pacyber.widen.net/s/dlzs2wbzc/mshealthfit_cm2425</a>   | <a href="https://pacyber.widen.net/s/bgfsc6vcjb/mshealthfit_uc2425">https://pacyber.widen.net/s/bgfsc6vcjb/mshealthfit_uc2425</a> |
| Health                                       | <a href="https://pacyber.widen.net/s/tgvppqrzss/health_cm2425">https://pacyber.widen.net/s/tgvppqrzss/health_cm2425</a>           | <a href="https://pacyber.widen.net/s/jzkzrqpmln/health_uc2425">https://pacyber.widen.net/s/jzkzrqpmln/health_uc2425</a>           |
| Health: Living Your Best Life                | <a href="https://pacyber.widen.net/s/fxn5mlsxt/healthliving_cm2425">https://pacyber.widen.net/s/fxn5mlsxt/healthliving_cm2425</a> | <a href="https://pacyber.widen.net/s/mnpdnl2z/healthliving_uc2425">https://pacyber.widen.net/s/mnpdnl2z/healthliving_uc2425</a>   |
| Health: Mental Health and Well-Being         | <a href="https://pacyber.widen.net/s/bcbshpnqj8/healthwell_cm2425">https://pacyber.widen.net/s/bcbshpnqj8/healthwell_cm2425</a>   | <a href="https://pacyber.widen.net/s/cgwwqh69wc/healthwell_uc2425">https://pacyber.widen.net/s/cgwwqh69wc/healthwell_uc2425</a>   |
| Physical Education 9                         | <a href="https://pacyber.widen.net/s/cpxnqjrrgk/physed9_cm2425">https://pacyber.widen.net/s/cpxnqjrrgk/physed9_cm2425</a>         | <a href="https://pacyber.widen.net/s/r9dsgnmbbg/physed9_uc2425">https://pacyber.widen.net/s/r9dsgnmbbg/physed9_uc2425</a>         |

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|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Physical Education 10       | <a href="https://pacyber.widen.net/s/zdbvvnvzfj9/physed10_cm2425">https://pacyber.widen.net/s/zdbvvnvzfj9/physed10_cm2425</a>     | <a href="https://pacyber.widen.net/s/dvm2ptcqfk/physed10_uc2425">https://pacyber.widen.net/s/dvm2ptcqfk/physed10_uc2425</a>     |
| Physical Education 11       | <a href="https://pacyber.widen.net/s/pjmrnc9wpx/physed11_cm2425">https://pacyber.widen.net/s/pjmrnc9wpx/physed11_cm2425</a>       | <a href="https://pacyber.widen.net/s/2pmtxptszq/physed11_uc2425">https://pacyber.widen.net/s/2pmtxptszq/physed11_uc2425</a>     |
| Physical Education 12       | <a href="https://pacyber.widen.net/s/2b92zkvvzz/physed12_cm2425">https://pacyber.widen.net/s/2b92zkvvzz/physed12_cm2425</a>       | <a href="https://pacyber.widen.net/s/zzbptchbj/physed12_uc2425">https://pacyber.widen.net/s/zzbptchbj/physed12_uc2425</a>       |
| Physical Education Recovery | <a href="https://pacyber.widen.net/s/bl2qjwpnbs/physedrecov_cm2425">https://pacyber.widen.net/s/bl2qjwpnbs/physedrecov_cm2425</a> | <a href="https://pacyber.widen.net/s/lbhdkvnb5/physedrecov_uc2425">https://pacyber.widen.net/s/lbhdkvnb5/physedrecov_uc2425</a> |

## K-12 Fine Arts

| Course Title                        | Curriculum Map Link                                                                                                               | Unit Calendar Link                                                                                                              |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| ArtsAlive! KindergARTen             | <a href="https://pacyber.widen.net/s/6mj7fl8cql/artsalivek_cm2425">https://pacyber.widen.net/s/6mj7fl8cql/artsalivek_cm2425</a>   | <a href="https://pacyber.widen.net/s/vrln7plct5/artsalivek_uc2425">https://pacyber.widen.net/s/vrln7plct5/artsalivek_uc2425</a> |
| ArtsAlive! First Grade              | <a href="https://pacyber.widen.net/s/5gztggjirs/artsalive1_cm2425">https://pacyber.widen.net/s/5gztggjirs/artsalive1_cm2425</a>   | <a href="https://pacyber.widen.net/s/s2xrgkcch9/artsalive1_uc2425">https://pacyber.widen.net/s/s2xrgkcch9/artsalive1_uc2425</a> |
| ArtsAlive! Second Grade             | <a href="https://pacyber.widen.net/s/jghrk8dqjs/artsalive2_cm2425">https://pacyber.widen.net/s/jghrk8dqjs/artsalive2_cm2425</a>   | <a href="https://pacyber.widen.net/s/q5fsmrpk9/artsalive2_uc2425">https://pacyber.widen.net/s/q5fsmrpk9/artsalive2_uc2425</a>   |
| ArtsAlive! Third Grade              | <a href="https://pacyber.widen.net/s/lgggdpcwz/artsalive3_cm2425">https://pacyber.widen.net/s/lgggdpcwz/artsalive3_cm2425</a>     | <a href="https://pacyber.widen.net/s/cgnlmzbj7c/artsalive3_uc2425">https://pacyber.widen.net/s/cgnlmzbj7c/artsalive3_uc2425</a> |
| ArtsAlive! Fourth Grade             | <a href="https://pacyber.widen.net/s/dwmvqf2q9t/artsalive4_cm2425">https://pacyber.widen.net/s/dwmvqf2q9t/artsalive4_cm2425</a>   | <a href="https://pacyber.widen.net/s/5lzcch5sg/artsalive4_uc2425">https://pacyber.widen.net/s/5lzcch5sg/artsalive4_uc2425</a>   |
| ArtsAlive! Fifth Grade              | <a href="https://pacyber.widen.net/s/2tp7vtxvsw/artsalive5_cm2425">https://pacyber.widen.net/s/2tp7vtxvsw/artsalive5_cm2425</a>   | <a href="https://pacyber.widen.net/s/shkfwphkfn/artsalive5_uc2425">https://pacyber.widen.net/s/shkfwphkfn/artsalive5_uc2425</a> |
| ArtsAlive! Sixth Grade              | <a href="https://pacyber.widen.net/s/gjn9ssmhjt/artsalive6_cm2425">https://pacyber.widen.net/s/gjn9ssmhjt/artsalive6_cm2425</a>   | <a href="https://pacyber.widen.net/s/b9vxqqcxvj/artsalive6_uc2425">https://pacyber.widen.net/s/b9vxqqcxvj/artsalive6_uc2425</a> |
| ArtsAlive! Seventh Grade            | <a href="https://pacyber.widen.net/s/gwwcgnnhpz/artsalive7_cm2425">https://pacyber.widen.net/s/gwwcgnnhpz/artsalive7_cm2425</a>   | <a href="https://pacyber.widen.net/s/lm8psj9jc/artsalive7_uc2425">https://pacyber.widen.net/s/lm8psj9jc/artsalive7_uc2425</a>   |
| ArtsAlive! Eighth Grade             | <a href="https://pacyber.widen.net/s/g5qrtr5xq7/artsalive8_cm2425">https://pacyber.widen.net/s/g5qrtr5xq7/artsalive8_cm2425</a>   | <a href="https://pacyber.widen.net/s/hlmvgnrd6h/artsalive8_uc2425">https://pacyber.widen.net/s/hlmvgnrd6h/artsalive8_uc2425</a> |
| American Music Appreciation         | <a href="https://pacyber.widen.net/s/bp5s29wlwm/ammusicapp_cm2425">https://pacyber.widen.net/s/bp5s29wlwm/ammusicapp_cm2425</a>   | <a href="https://pacyber.widen.net/s/jpnxg25wqb/ammusicapp_uc2425">https://pacyber.widen.net/s/jpnxg25wqb/ammusicapp_uc2425</a> |
| Art and Visual Culture              | <a href="https://pacyber.widen.net/s/8lfvplvzcp/artviscul_cm2425">https://pacyber.widen.net/s/8lfvplvzcp/artviscul_cm2425</a>     | <a href="https://pacyber.widen.net/s/pbfqxlphjp/artviscul_uc2425">https://pacyber.widen.net/s/pbfqxlphjp/artviscul_uc2425</a>   |
| Art History                         | <a href="https://pacyber.widen.net/s/gbrrqxvgfh/arthistory_cm2425">https://pacyber.widen.net/s/gbrrqxvgfh/arthistory_cm2425</a>   | <a href="https://pacyber.widen.net/s/kcqh6vkzv9/arthistory_uc2425">https://pacyber.widen.net/s/kcqh6vkzv9/arthistory_uc2425</a> |
| Art History I: 30,000 BCE - 1901 CE | <a href="https://pacyber.widen.net/s/pwprhxfbjv/arthistoryi_cm2425">https://pacyber.widen.net/s/pwprhxfbjv/arthistoryi_cm2425</a> | <a href="https://pacyber.widen.net/s/qxqdxsztp/arthistoryi_uc2425">https://pacyber.widen.net/s/qxqdxsztp/arthistoryi_uc2425</a> |

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| Art History II: 1901-Present        | <a href="https://pacyber.widen.net/s/jfts7bvnm9/arthistoryii_cm2425">https://pacyber.widen.net/s/jfts7bvnm9/arthistoryii_cm2425</a>   | <a href="https://pacyber.widen.net/s/tfn2xzgr96/arthistoryii_uc2425">https://pacyber.widen.net/s/tfn2xzgr96/arthistoryii_uc2425</a>   |
| Arts and Society I: 4000BCE-1750CE  | <a href="https://pacyber.widen.net/s/xcwszc2xwl/artssocietyi_cm2425">https://pacyber.widen.net/s/xcwszc2xwl/artssocietyi_cm2425</a>   | <a href="https://pacyber.widen.net/s/c8jncdcvbk/artssocietyi_uc2425">https://pacyber.widen.net/s/c8jncdcvbk/artssocietyi_uc2425</a>   |
| Arts and Society II: 1751-Present   | <a href="https://pacyber.widen.net/s/vxljhzssdn/artssocietyii_cm2425">https://pacyber.widen.net/s/vxljhzssdn/artssocietyii_cm2425</a> | <a href="https://pacyber.widen.net/s/jlvltjzmpf/artssocietyii_uc2425">https://pacyber.widen.net/s/jlvltjzmpf/artssocietyii_uc2425</a> |
| Beginning Piano                     | <a href="https://pacyber.widen.net/s/kvnqxm6prt/begpiano_cm2425">https://pacyber.widen.net/s/kvnqxm6prt/begpiano_cm2425</a>           | <a href="https://pacyber.widen.net/s/vzjtvgcsc/begpiano_uc2425">https://pacyber.widen.net/s/vzjtvgcsc/begpiano_uc2425</a>             |
| Choreography and Choreographers     | <a href="https://pacyber.widen.net/s/gpkmd7hj9q/choreography_cm2425">https://pacyber.widen.net/s/gpkmd7hj9q/choreography_cm2425</a>   | <a href="https://pacyber.widen.net/s/gtxjsj5fcd/choreography_uc2425">https://pacyber.widen.net/s/gtxjsj5fcd/choreography_uc2425</a>   |
| Dance Around the World              | <a href="https://pacyber.widen.net/s/5mhfwswjn8/danceworld_cm2425">https://pacyber.widen.net/s/5mhfwswjn8/danceworld_cm2425</a>       | <a href="https://pacyber.widen.net/s/jc6sl9xhl/danceworld_uc2425">https://pacyber.widen.net/s/jc6sl9xhl/danceworld_uc2425</a>         |
| Dance in America                    | <a href="https://pacyber.widen.net/s/bcqt9bvp6/danceamerica_cm2425">https://pacyber.widen.net/s/bcqt9bvp6/danceamerica_cm2425</a>     | <a href="https://pacyber.widen.net/s/tdwdqmv5cd/danceamerica_uc2425">https://pacyber.widen.net/s/tdwdqmv5cd/danceamerica_uc2425</a>   |
| Introduction to Digital Photography | <a href="https://pacyber.widen.net/s/mr6rx2zghh/introdigphoto_cm2425">https://pacyber.widen.net/s/mr6rx2zghh/introdigphoto_cm2425</a> | <a href="https://pacyber.widen.net/s/fqqgjsifkc/introdigphoto_uc2425">https://pacyber.widen.net/s/fqqgjsifkc/introdigphoto_uc2425</a> |
| Explorations in Dance I             | <a href="https://pacyber.widen.net/s/z9qxddq2cl/expdancei_cm2425">https://pacyber.widen.net/s/z9qxddq2cl/expdancei_cm2425</a>         | <a href="https://pacyber.widen.net/s/pw96snjhz/expdancei_uc2425">https://pacyber.widen.net/s/pw96snjhz/expdancei_uc2425</a>           |
| Explorations in Dance II            | <a href="https://pacyber.widen.net/s/fgrtclwr/expdanceii_cm2425">https://pacyber.widen.net/s/fgrtclwr/expdanceii_cm2425</a>           | <a href="https://pacyber.widen.net/s/vvltvcwlr/expdanceii_uc2425">https://pacyber.widen.net/s/vvltvcwlr/expdanceii_uc2425</a>         |
| Explorations in Film and Television | <a href="https://pacyber.widen.net/s/8smrnq8rcf/expfilmtv_cm2425">https://pacyber.widen.net/s/8smrnq8rcf/expfilmtv_cm2425</a>         | <a href="https://pacyber.widen.net/s/ctzrvvcjkn/expfilmtv_uc2425">https://pacyber.widen.net/s/ctzrvvcjkn/expfilmtv_uc2425</a>         |
| Explorations in Media Arts          | <a href="https://pacyber.widen.net/s/kcjkmkrt7/expmediaarts_cm2425">https://pacyber.widen.net/s/kcjkmkrt7/expmediaarts_cm2425</a>     | <a href="https://pacyber.widen.net/s/zcswwvbtqc/expmediaarts_uc2425">https://pacyber.widen.net/s/zcswwvbtqc/expmediaarts_uc2425</a>   |
| Explorations in Music I             | <a href="https://pacyber.widen.net/s/kzltkf19h/expmusic_i_cm2425">https://pacyber.widen.net/s/kzltkf19h/expmusic_i_cm2425</a>         | <a href="https://pacyber.widen.net/s/8njb1njpgs/expmusic_i_uc2425">https://pacyber.widen.net/s/8njb1njpgs/expmusic_i_uc2425</a>       |
| Explorations in Music II            | <a href="https://pacyber.widen.net/s/9mb8j5xzk/expmusic_ii_cm2425">https://pacyber.widen.net/s/9mb8j5xzk/expmusic_ii_cm2425</a>       | <a href="https://pacyber.widen.net/s/bjflwj5px/expmusic_ii_uc2425">https://pacyber.widen.net/s/bjflwj5px/expmusic_ii_uc2425</a>       |
| Explorations in Music               | <a href="https://pacyber.widen.net/s/xk2fxfsrx/expmusicvc_cm2425">https://pacyber.widen.net/s/xk2fxfsrx/expmusicvc_cm2425</a>         | <a href="https://pacyber.widen.net/s/t2tplqpbkh/expmusicvc_uc2425">https://pacyber.widen.net/s/t2tplqpbkh/expmusicvc_uc2425</a>       |
| Explorations in Theatre I           | <a href="https://pacyber.widen.net/s/7nqlkqh9qc/exptheatrei_cm2425">https://pacyber.widen.net/s/7nqlkqh9qc/exptheatrei_cm2425</a>     | <a href="https://pacyber.widen.net/s/dwc7dz2f7l/exptheatrei_uc2425">https://pacyber.widen.net/s/dwc7dz2f7l/exptheatrei_uc2425</a>     |
| Explorations in Theatre II          | <a href="https://pacyber.widen.net/s/z5kl6qh7bc/exptheatreii_cm2425">https://pacyber.widen.net/s/z5kl6qh7bc/exptheatreii_cm2425</a>   | <a href="https://pacyber.widen.net/s/rvkptjpvqz/exptheatreii_uc2425">https://pacyber.widen.net/s/rvkptjpvqz/exptheatreii_uc2425</a>   |
| Exploring Cinema                    | <a href="https://pacyber.widen.net/s/96rtbq8jij/expcinema_cm2425">https://pacyber.widen.net/s/96rtbq8jij/expcinema_cm2425</a>         | <a href="https://pacyber.widen.net/s/sfgrdmwilg/expcinema_uc2425">https://pacyber.widen.net/s/sfgrdmwilg/expcinema_uc2425</a>         |
| Fashion Design                      | <a href="https://pacyber.widen.net/s/m8l79cmzjb/fashiondes_cm2425">https://pacyber.widen.net/s/m8l79cmzjb/fashiondes_cm2425</a>       | <a href="https://pacyber.widen.net/s/qqr8fbmigz/fashiondes_uc2425">https://pacyber.widen.net/s/qqr8fbmigz/fashiondes_uc2425</a>       |
| Introduction to Dance               | <a href="https://pacyber.widen.net/s/czqlwv2wb5/introdance_cm2425">https://pacyber.widen.net/s/czqlwv2wb5/introdance_cm2425</a>       | <a href="https://pacyber.widen.net/s/pb6ztzd8rd/introdance_uc2425">https://pacyber.widen.net/s/pb6ztzd8rd/introdance_uc2425</a>       |
| Music Appreciation                  | <a href="https://pacyber.widen.net/s/6t2lrjsc57/musicappac_cm2425">https://pacyber.widen.net/s/6t2lrjsc57/musicappac_cm2425</a>       | <a href="https://pacyber.widen.net/s/rcnzlnz9vs/musicappac_uc2425">https://pacyber.widen.net/s/rcnzlnz9vs/musicappac_uc2425</a>       |

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|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Music Appreciation                       | <a href="https://pacyber.widen.net/s/lrtzpkbnpl/musicappvc_cm2425">https://pacyber.widen.net/s/lrtzpkbnpl/musicappvc_cm2425</a>             | <a href="https://pacyber.widen.net/s/jf9wnwdnhq/musicappvc_uc2425">https://pacyber.widen.net/s/jf9wnwdnhq/musicappvc_uc2425</a>             |
| Music Around the World                   | <a href="https://pacyber.widen.net/s/dl5d59z5gk/musicaroundworld_cm2425">https://pacyber.widen.net/s/dl5d59z5gk/musicaroundworld_cm2425</a> | <a href="https://pacyber.widen.net/s/8chxbfqjnc/musicaroundworld_uc2425">https://pacyber.widen.net/s/8chxbfqjnc/musicaroundworld_uc2425</a> |
| Music Around the World                   | <a href="https://pacyber.widen.net/s/z6g5mxzjjw/musiccardworldvc_cm2425">https://pacyber.widen.net/s/z6g5mxzjjw/musiccardworldvc_cm2425</a> | <a href="https://pacyber.widen.net/s/xsmdgmzpkq/musiccardworldvc_uc2425">https://pacyber.widen.net/s/xsmdgmzpkq/musiccardworldvc_uc2425</a> |
| Music Theory I                           | <a href="https://pacyber.widen.net/s/s97zfhwk8l/musictheoryi_cm2425">https://pacyber.widen.net/s/s97zfhwk8l/musictheoryi_cm2425</a>         | <a href="https://pacyber.widen.net/s/snb7jl8lhv/musictheoryi_uc2425">https://pacyber.widen.net/s/snb7jl8lhv/musictheoryi_uc2425</a>         |
| Music Theory II                          | <a href="https://pacyber.widen.net/s/kg8qdnfxrx/musictheoryii_cm2425">https://pacyber.widen.net/s/kg8qdnfxrx/musictheoryii_cm2425</a>       | <a href="https://pacyber.widen.net/s/zlqglss68g/musictheoryii_uc2425">https://pacyber.widen.net/s/zlqglss68g/musictheoryii_uc2425</a>       |
| Photo Manipulation                       | <a href="https://pacyber.widen.net/s/vzt2fcp7lw/photoman_cm2425">https://pacyber.widen.net/s/vzt2fcp7lw/photoman_cm2425</a>                 | <a href="https://pacyber.widen.net/s/kcc8qpz6d2/photoman_uc2425">https://pacyber.widen.net/s/kcc8qpz6d2/photoman_uc2425</a>                 |
| Photojournalism                          | <a href="https://pacyber.widen.net/s/wwtfxmkbtz/photojour_cm2425">https://pacyber.widen.net/s/wwtfxmkbtz/photojour_cm2425</a>               | <a href="https://pacyber.widen.net/s/m2glpwhxjs/photojour_uc2425">https://pacyber.widen.net/s/m2glpwhxjs/photojour_uc2425</a>               |
| Studio Arts I: Techniques and Tools      | <a href="https://pacyber.widen.net/s/z9fqz6b9zd/studioartsi_cm2425">https://pacyber.widen.net/s/z9fqz6b9zd/studioartsi_cm2425</a>           | <a href="https://pacyber.widen.net/s/xxhpszgtqdm/studioartsi_uc2425">https://pacyber.widen.net/s/xxhpszgtqdm/studioartsi_uc2425</a>         |
| Studio Arts II: Concepts and Expressions | <a href="https://pacyber.widen.net/s/fz5mfjxqqw/studioartsii_cm2425">https://pacyber.widen.net/s/fz5mfjxqqw/studioartsii_cm2425</a>         | <a href="https://pacyber.widen.net/s/v8c7r2bg7d/studioartsii_uc2425">https://pacyber.widen.net/s/v8c7r2bg7d/studioartsii_uc2425</a>         |
| Study of Contemporary Music              | <a href="https://pacyber.widen.net/s/mlp7rf9bvs/contempmusic_cm2425">https://pacyber.widen.net/s/mlp7rf9bvs/contempmusic_cm2425</a>         | <a href="https://pacyber.widen.net/s/qk8k6qfgwz/contempmusic_uc2425">https://pacyber.widen.net/s/qk8k6qfgwz/contempmusic_uc2425</a>         |
| The World of STEAM                       | <a href="https://pacyber.widen.net/s/lxcbmbhzhf/worldsteam_cm2425">https://pacyber.widen.net/s/lxcbmbhzhf/worldsteam_cm2425</a>             | <a href="https://pacyber.widen.net/s/tqnwmzkqgg/worldsteam_uc2425">https://pacyber.widen.net/s/tqnwmzkqgg/worldsteam_uc2425</a>             |
| Theatre                                  | <a href="https://pacyber.widen.net/s/8cgjmtqg9/theatre_cm2425">https://pacyber.widen.net/s/8cgjmtqg9/theatre_cm2425</a>                     | <a href="https://pacyber.widen.net/s/zxxjmww7bt/theatre_uc2425">https://pacyber.widen.net/s/zxxjmww7bt/theatre_uc2425</a>                   |

## K-12 Career Readiness

| Course Title                    | Curriculum Map Link                                                                                                                 | Unit Calendar Link                                                                                                                  |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Future Forward 2                | <a href="https://pacyber.widen.net/s/9mrdgjvvc2/futurefwd2_cm2425">https://pacyber.widen.net/s/9mrdgjvvc2/futurefwd2_cm2425</a>     | <a href="https://pacyber.widen.net/s/wxbpwwjtxm/futurefwd2_uc2425">https://pacyber.widen.net/s/wxbpwwjtxm/futurefwd2_uc2425</a>     |
| Future Forward 5                | <a href="https://pacyber.widen.net/s/hddjbhjt67/futurefwd5_cm2425">https://pacyber.widen.net/s/hddjbhjt67/futurefwd5_cm2425</a>     | <a href="https://pacyber.widen.net/s/ftbpcjwwsc/futurefwd5_uc2425">https://pacyber.widen.net/s/ftbpcjwwsc/futurefwd5_uc2425</a>     |
| Career Forward 8                | <a href="https://pacyber.widen.net/s/swgs5jt2zv/careerfwd8_cm2425">https://pacyber.widen.net/s/swgs5jt2zv/careerfwd8_cm2425</a>     | <a href="https://pacyber.widen.net/s/cbtlpmvltr/careerfwd8_uc2425">https://pacyber.widen.net/s/cbtlpmvltr/careerfwd8_uc2425</a>     |
| Career Forward 11               | <a href="https://pacyber.widen.net/s/ksjrptbwbz/careerfwd11_cm2425">https://pacyber.widen.net/s/ksjrptbwbz/careerfwd11_cm2425</a>   | <a href="https://pacyber.widen.net/s/gdshzgm7fg/careerfwd11_uc2425">https://pacyber.widen.net/s/gdshzgm7fg/careerfwd11_uc2425</a>   |
| Career Exploration in Dentistry | <a href="https://pacyber.widen.net/s/cdgd9cjslz/careerexpden_cm2425">https://pacyber.widen.net/s/cdgd9cjslz/careerexpden_cm2425</a> | <a href="https://pacyber.widen.net/s/xsfdnvn9gb/careerexpden_uc2425">https://pacyber.widen.net/s/xsfdnvn9gb/careerexpden_uc2425</a> |

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| Career Exploration in Finance          | <a href="https://pacyber.widen.net/s/vqkq62vjb8/careerexpfin_cm2425">https://pacyber.widen.net/s/vqkq62vjb8/careerexpfin_cm2425</a>       | <a href="https://pacyber.widen.net/s/clsnlhbjqc/careerexpfin_uc2425">https://pacyber.widen.net/s/clsnlhbjqc/careerexpfin_uc2425</a>       |
| Career Exploration in Healthcare       | <a href="https://pacyber.widen.net/s/lpcc8xsgzj/careerexphealth_cm2425">https://pacyber.widen.net/s/lpcc8xsgzj/careerexphealth_cm2425</a> | <a href="https://pacyber.widen.net/s/f8cqxf6fxp/careerexphealth_uc2425">https://pacyber.widen.net/s/f8cqxf6fxp/careerexphealth_uc2425</a> |
| Agricultural Science                   | <a href="https://pacyber.widen.net/s/nh2tbbplr9/agscience_cm2425">https://pacyber.widen.net/s/nh2tbbplr9/agscience_cm2425</a>             | <a href="https://pacyber.widen.net/s/n26jptbsrg/agscience_uc2425">https://pacyber.widen.net/s/n26jptbsrg/agscience_uc2425</a>             |
| Construction Fundamentals and Careers  | <a href="https://pacyber.widen.net/s/dt8fll6hnf/constfundcareer_cm2425">https://pacyber.widen.net/s/dt8fll6hnf/constfundcareer_cm2425</a> | <a href="https://pacyber.widen.net/s/5zfwfhrjnh/constfundcareer_uc2425">https://pacyber.widen.net/s/5zfwfhrjnh/constfundcareer_uc2425</a> |
| Explorations in Arts Careers           | <a href="https://pacyber.widen.net/s/d9t79nn28s/expartscareer_cm2425">https://pacyber.widen.net/s/d9t79nn28s/expartscareer_cm2425</a>     | <a href="https://pacyber.widen.net/s/zmjxbsp5v9/expartscareer_uc2425">https://pacyber.widen.net/s/zmjxbsp5v9/expartscareer_uc2425</a>     |
| Early Childhood Education              | <a href="https://pacyber.widen.net/s/sdr2km8vt8/earlychded_cm2425">https://pacyber.widen.net/s/sdr2km8vt8/earlychded_cm2425</a>           | <a href="https://pacyber.widen.net/s/fnkmcmmjz6/earlychded_uc2425">https://pacyber.widen.net/s/fnkmcmmjz6/earlychded_uc2425</a>           |
| Electrical                             | <a href="https://pacyber.widen.net/s/jqcwprfrvx/electrical_cm2425">https://pacyber.widen.net/s/jqcwprfrvx/electrical_cm2425</a>           | <a href="https://pacyber.widen.net/s/hgh7tsnjww/electrical_uc2425">https://pacyber.widen.net/s/hgh7tsnjww/electrical_uc2425</a>           |
| HVAC I                                 | <a href="https://pacyber.widen.net/s/nm8qksbbjt/hvac_i_cm2425">https://pacyber.widen.net/s/nm8qksbbjt/hvac_i_cm2425</a>                   | <a href="https://pacyber.widen.net/s/xd8cjmfmhv/hvac_i_uc2425">https://pacyber.widen.net/s/xd8cjmfmhv/hvac_i_uc2425</a>                   |
| HVAC II                                | <a href="https://pacyber.widen.net/s/vzsnz9sgs6/hvac_ii_cm2425">https://pacyber.widen.net/s/vzsnz9sgs6/hvac_ii_cm2425</a>                 | <a href="https://pacyber.widen.net/s/qlnfhxpcig/hvac_ii_uc2425">https://pacyber.widen.net/s/qlnfhxpcig/hvac_ii_uc2425</a>                 |
| Introduction to Animal Science         | <a href="https://pacyber.widen.net/s/9glf6dkgsc/introanimalsci_cm2425">https://pacyber.widen.net/s/9glf6dkgsc/introanimalsci_cm2425</a>   | <a href="https://pacyber.widen.net/s/flmk27lbvw/introanimalsci_uc2425">https://pacyber.widen.net/s/flmk27lbvw/introanimalsci_uc2425</a>   |
| Veterinary Science                     | <a href="https://pacyber.widen.net/s/rdvvhjmqg/vetscience_cm2425">https://pacyber.widen.net/s/rdvvhjmqg/vetscience_cm2425</a>             | <a href="https://pacyber.widen.net/s/qt5ln5mzdb/vetscience_uc2425">https://pacyber.widen.net/s/qt5ln5mzdb/vetscience_uc2425</a>           |
| Introduction to Education and Teaching | <a href="https://pacyber.widen.net/s/pvwzqcmvzm/introedteach_cm2425">https://pacyber.widen.net/s/pvwzqcmvzm/introedteach_cm2425</a>       | <a href="https://pacyber.widen.net/s/zqzmrtpvb/introedteach_uc2425">https://pacyber.widen.net/s/zqzmrtpvb/introedteach_uc2425</a>         |
| Robotics: Applications and Careers     | <a href="https://pacyber.widen.net/s/rfp89m2wjl/robotics_cm2425">https://pacyber.widen.net/s/rfp89m2wjl/robotics_cm2425</a>               | <a href="https://pacyber.widen.net/s/pgqqqxqchd/robotics_uc2425">https://pacyber.widen.net/s/pgqqqxqchd/robotics_uc2425</a>               |
| Carpentry                              | <a href="https://pacyber.widen.net/s/fsfms27ws7/carpentry_cm2425">https://pacyber.widen.net/s/fsfms27ws7/carpentry_cm2425</a>             | <a href="https://pacyber.widen.net/s/gqk8vwq7xt/carpentry_2425">https://pacyber.widen.net/s/gqk8vwq7xt/carpentry_2425</a>                 |
| Criminal Justice                       | <a href="https://pacyber.widen.net/s/qjk9djjxmm/crimjust_cm2425">https://pacyber.widen.net/s/qjk9djjxmm/crimjust_cm2425</a>               | <a href="https://pacyber.widen.net/s/whvpzjzqq/crimjust_uc2425">https://pacyber.widen.net/s/whvpzjzqq/crimjust_uc2425</a>                 |
| Culinary Arts                          | <a href="https://pacyber.widen.net/s/nqbc6kvqc9/culinaryarts_cm2425">https://pacyber.widen.net/s/nqbc6kvqc9/culinaryarts_cm2425</a>       | <a href="https://pacyber.widen.net/s/2vdklsmmnr/culinaryarts_uc2425">https://pacyber.widen.net/s/2vdklsmmnr/culinaryarts_uc2425</a>       |
| Medical Assistant                      | <a href="https://pacyber.widen.net/s/22wnl5lff/medasst_cm2425">https://pacyber.widen.net/s/22wnl5lff/medasst_cm2425</a>                   | <a href="https://pacyber.widen.net/s/f7c9jvswgb/medasst_uc2425">https://pacyber.widen.net/s/f7c9jvswgb/medasst_uc2425</a>                 |
| Biotechnology                          | <a href="https://pacyber.widen.net/s/lzlf5dqxs/biotechnology_cm2425">https://pacyber.widen.net/s/lzlf5dqxs/biotechnology_cm2425</a>       | <a href="https://pacyber.widen.net/s/9c85ftbhjn/biotechnology_uc2425">https://pacyber.widen.net/s/9c85ftbhjn/biotechnology_uc2425</a>     |
| Nursing Assistant                      | <a href="https://pacyber.widen.net/s/qnqzqzcmc/nursingasst_cm2425">https://pacyber.widen.net/s/qnqzqzcmc/nursingasst_cm2425</a>           | <a href="https://pacyber.widen.net/s/xskjrnhjvp/nursingasst_uc2425">https://pacyber.widen.net/s/xskjrnhjvp/nursingasst_uc2425</a>         |
| Plumbing                               | <a href="https://pacyber.widen.net/s/grmhqzsnzx/plumbing_cm2425">https://pacyber.widen.net/s/grmhqzsnzx/plumbing_cm2425</a>               | <a href="https://pacyber.widen.net/s/vkblprkttm/plumbing_uc2425">https://pacyber.widen.net/s/vkblprkttm/plumbing_uc2425</a>               |
| Drones                                 | <a href="https://pacyber.widen.net/s/nfqkq5g5j/drones_cm2425">https://pacyber.widen.net/s/nfqkq5g5j/drones_cm2425</a>                     | <a href="https://pacyber.widen.net/s/p2jbl2d6g5/drones_uc2425">https://pacyber.widen.net/s/p2jbl2d6g5/drones_uc2425</a>                   |

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## K-8 General Electives

| Course Title                         | Curriculum Map Link                                                                                                                 | Unit Calendar Link                                                                                                                  |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Art K                                | <a href="https://pacyber.widen.net/s/vfzj2knxzp/artk_cm2425">https://pacyber.widen.net/s/vfzj2knxzp/artk_cm2425</a>                 | <a href="https://pacyber.widen.net/s/sxt8kmrwbd/artk_uc2425">https://pacyber.widen.net/s/sxt8kmrwbd/artk_uc2425</a>                 |
| Art 1                                | <a href="https://pacyber.widen.net/s/rdn2qdsbpb/art1_cm2425">https://pacyber.widen.net/s/rdn2qdsbpb/art1_cm2425</a>                 | <a href="https://pacyber.widen.net/s/ktrbkqzsfm/art1_uc2425">https://pacyber.widen.net/s/ktrbkqzsfm/art1_uc2425</a>                 |
| Art 2                                | <a href="https://pacyber.widen.net/s/n8tx8f8j5k/art2_cm2425">https://pacyber.widen.net/s/n8tx8f8j5k/art2_cm2425</a>                 | <a href="https://pacyber.widen.net/s/kgtxljz5cj/art2_uc2425">https://pacyber.widen.net/s/kgtxljz5cj/art2_uc2425</a>                 |
| Art 3                                | <a href="https://pacyber.widen.net/s/6trld88brb/art3_cm2425">https://pacyber.widen.net/s/6trld88brb/art3_cm2425</a>                 | <a href="https://pacyber.widen.net/s/zvftmzmzkj/art3_uc2425">https://pacyber.widen.net/s/zvftmzmzkj/art3_uc2425</a>                 |
| Art 4                                | <a href="https://pacyber.widen.net/s/5f9bxsvf7g/art4_cm2425">https://pacyber.widen.net/s/5f9bxsvf7g/art4_cm2425</a>                 | <a href="https://pacyber.widen.net/s/qrrgmdtqxq/art4_uc2425">https://pacyber.widen.net/s/qrrgmdtqxq/art4_uc2425</a>                 |
| Art 5                                | <a href="https://pacyber.widen.net/s/rjmttv2vgv/art5_cm2425">https://pacyber.widen.net/s/rjmttv2vgv/art5_cm2425</a>                 | <a href="https://pacyber.widen.net/s/bfqxkpfnsz/art5_uc2425">https://pacyber.widen.net/s/bfqxkpfnsz/art5_uc2425</a>                 |
| Art 6                                | <a href="https://pacyber.widen.net/s/zlbl6phm9q/art6_cm2425">https://pacyber.widen.net/s/zlbl6phm9q/art6_cm2425</a>                 | <a href="https://pacyber.widen.net/s/dpml8pgwz7/art6_uc2425">https://pacyber.widen.net/s/dpml8pgwz7/art6_uc2425</a>                 |
| Art 7                                | <a href="https://pacyber.widen.net/s/lbgdjb2rrm/art7_cm2425">https://pacyber.widen.net/s/lbgdjb2rrm/art7_cm2425</a>                 | <a href="https://pacyber.widen.net/s/lfsmvfd2ws/art7_uc2425">https://pacyber.widen.net/s/lfsmvfd2ws/art7_uc2425</a>                 |
| Art 8                                | <a href="https://pacyber.widen.net/s/25xc6fdrqx/art8_cm2425">https://pacyber.widen.net/s/25xc6fdrqx/art8_cm2425</a>                 | <a href="https://pacyber.widen.net/s/kjrrhmic7f/art8_uc2425">https://pacyber.widen.net/s/kjrrhmic7f/art8_uc2425</a>                 |
| Coding and 3D Design                 | <a href="https://pacyber.widen.net/s/mvhmdrbkvv/coding3d_cm2425">https://pacyber.widen.net/s/mvhmdrbkvv/coding3d_cm2425</a>         | <a href="https://pacyber.widen.net/s/7svlfkmccr/coding3d_uc2425">https://pacyber.widen.net/s/7svlfkmccr/coding3d_uc2425</a>         |
| Cursive Handwriting                  | <a href="https://pacyber.widen.net/s/78cs5dcgkd/cursive_cm2425">https://pacyber.widen.net/s/78cs5dcgkd/cursive_cm2425</a>           | <a href="https://pacyber.widen.net/s/k7vszjfzs/cursive_uc2425">https://pacyber.widen.net/s/k7vszjfzs/cursive_uc2425</a>             |
| Introduction to Computer Programming | <a href="https://pacyber.widen.net/s/9pj5qnr6zf/introcompbro_cm2425">https://pacyber.widen.net/s/9pj5qnr6zf/introcompbro_cm2425</a> | <a href="https://pacyber.widen.net/s/wkwrxlqsgm/introcompbro_uc2425">https://pacyber.widen.net/s/wkwrxlqsgm/introcompbro_uc2425</a> |
| Introduction to Foreign Language     | <a href="https://pacyber.widen.net/s/sc5htwg6qs/introforlang_cm2425">https://pacyber.widen.net/s/sc5htwg6qs/introforlang_cm2425</a> | <a href="https://pacyber.widen.net/s/rkhbbgrggg/introforlang_uc2425">https://pacyber.widen.net/s/rkhbbgrggg/introforlang_uc2425</a> |
| Introduction to Typing               | <a href="https://pacyber.widen.net/s/2qzzhwxz2/introtyping_cm2425">https://pacyber.widen.net/s/2qzzhwxz2/introtyping_cm2425</a>     | <a href="https://pacyber.widen.net/s/gkjrpfdfs/introtyping_uc2425">https://pacyber.widen.net/s/gkjrpfdfs/introtyping_uc2425</a>     |
| Middle School Essentials             | <a href="https://pacyber.widen.net/s/xsctdsn7wz/mse_cm2425">https://pacyber.widen.net/s/xsctdsn7wz/mse_cm2425</a>                   | <a href="https://pacyber.widen.net/s/d927rlhsd8/mse_uc2425">https://pacyber.widen.net/s/d927rlhsd8/mse_uc2425</a>                   |
| Music K                              | <a href="https://pacyber.widen.net/s/rw5wmnj2mj/musick_cm2425">https://pacyber.widen.net/s/rw5wmnj2mj/musick_cm2425</a>             | <a href="https://pacyber.widen.net/s/f26nvnvd8v/musick_uc2425">https://pacyber.widen.net/s/f26nvnvd8v/musick_uc2425</a>             |
| Music 1                              | <a href="https://pacyber.widen.net/s/c9xg7dhrsn/music1_cm2425">https://pacyber.widen.net/s/c9xg7dhrsn/music1_cm2425</a>             | <a href="https://pacyber.widen.net/s/dvrptxvlzr/music1_uc2425">https://pacyber.widen.net/s/dvrptxvlzr/music1_uc2425</a>             |
| Music 2                              | <a href="https://pacyber.widen.net/s/2rjgzrt6lj/music2_cm2425">https://pacyber.widen.net/s/2rjgzrt6lj/music2_cm2425</a>             | <a href="https://pacyber.widen.net/s/hg8cnsvwwg/music2_uc2425">https://pacyber.widen.net/s/hg8cnsvwwg/music2_uc2425</a>             |
| Music 3                              | <a href="https://pacyber.widen.net/s/sf8rj8pkds/music3_cm2425">https://pacyber.widen.net/s/sf8rj8pkds/music3_cm2425</a>             | <a href="https://pacyber.widen.net/s/xd5v2dtxp/music3_uc2425">https://pacyber.widen.net/s/xd5v2dtxp/music3_uc2425</a>               |

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Music 4        | <a href="https://pacyber.widen.net/s/ms2sjc67mb/music4_cm2425">https://pacyber.widen.net/s/ms2sjc67mb/music4_cm2425</a>               | <a href="https://pacyber.widen.net/s/gghkmnzvvv/music4_uc2425">https://pacyber.widen.net/s/gghkmnzvvv/music4_uc2425</a>               |
| Music 5        | <a href="https://pacyber.widen.net/s/bg8dm77pt/music5_cm2425">https://pacyber.widen.net/s/bg8dm77pt/music5_cm2425</a>                 | <a href="https://pacyber.widen.net/s/jxcd6z2c79/music5_uc2425">https://pacyber.widen.net/s/jxcd6z2c79/music5_uc2425</a>               |
| Music 6        | <a href="https://pacyber.widen.net/s/ljlrz9znqn/music6_cm2425">https://pacyber.widen.net/s/ljlrz9znqn/music6_cm2425</a>               | <a href="https://pacyber.widen.net/s/gnvqtswzwh/music6_uc2425">https://pacyber.widen.net/s/gnvqtswzwh/music6_uc2425</a>               |
| Music 7        | <a href="https://pacyber.widen.net/s/dqm79rcjmm/music7_cm2425">https://pacyber.widen.net/s/dqm79rcjmm/music7_cm2425</a>               | <a href="https://pacyber.widen.net/s/cfjxt9lj5k/music7_uc2425">https://pacyber.widen.net/s/cfjxt9lj5k/music7_uc2425</a>               |
| Music 8        | <a href="https://pacyber.widen.net/s/tzcf6vccjs/music8_cm2425">https://pacyber.widen.net/s/tzcf6vccjs/music8_cm2425</a>               | <a href="https://pacyber.widen.net/s/nwdfx76lijm/music8_uc2425">https://pacyber.widen.net/s/nwdfx76lijm/music8_uc2425</a>             |
| Scratch Coding | <a href="https://pacyber.widen.net/s/rdvztpgxw7/scratchcoding_cm2425">https://pacyber.widen.net/s/rdvztpgxw7/scratchcoding_cm2425</a> | <a href="https://pacyber.widen.net/s/9pkgdn52q9/scratchcoding_uc2425">https://pacyber.widen.net/s/9pkgdn52q9/scratchcoding_uc2425</a> |

## 9-12 General Electives

| Course Title                         | Curriculum Map Link                                                                                                                     |                                                                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Character Education                  | <a href="https://pacyber.widen.net/s/xzfrkrtrfp/charactered_cm2425">https://pacyber.widen.net/s/xzfrkrtrfp/charactered_cm2425</a>       | <a href="https://pacyber.widen.net/s/kgmnrp2m9l/charactered_uc2425">https://pacyber.widen.net/s/kgmnrp2m9l/charactered_uc2425</a>       |
| Child Development                    | <a href="https://pacyber.widen.net/s/5qxdlg2mdz/childdev_cm2425">https://pacyber.widen.net/s/5qxdlg2mdz/childdev_cm2425</a>             | <a href="https://pacyber.widen.net/s/bf5f9kqbjq/childdev_uc2425">https://pacyber.widen.net/s/bf5f9kqbjq/childdev_uc2425</a>             |
| Communications                       | <a href="https://pacyber.widen.net/s/hcpc2ghqhh/communications_cm2425">https://pacyber.widen.net/s/hcpc2ghqhh/communications_cm2425</a> | <a href="https://pacyber.widen.net/s/vfkvmtnjnc/communications_uc2425">https://pacyber.widen.net/s/vfkvmtnjnc/communications_uc2425</a> |
| High School Essentials               | <a href="https://pacyber.widen.net/s/dtbnkrd5lq/hse_cm2425">https://pacyber.widen.net/s/dtbnkrd5lq/hse_cm2425</a>                       | <a href="https://pacyber.widen.net/s/fnhzk2cwn7/hse_uc2425">https://pacyber.widen.net/s/fnhzk2cwn7/hse_uc2425</a>                       |
| Human Development and Family Studies | <a href="https://pacyber.widen.net/s/xnb9mw5qnz/humandev_cm2425">https://pacyber.widen.net/s/xnb9mw5qnz/humandev_cm2425</a>             | <a href="https://pacyber.widen.net/s/q6m7hmx5p/humandev_uc2425">https://pacyber.widen.net/s/q6m7hmx5p/humandev_uc2425</a>               |
| Life Skills                          | <a href="https://pacyber.widen.net/s/mtmlrztmzm/lifeskills_cm2425">https://pacyber.widen.net/s/mtmlrztmzm/lifeskills_cm2425</a>         | <a href="https://pacyber.widen.net/s/xrd7gtblnn/lifeskills_uc2425">https://pacyber.widen.net/s/xrd7gtblnn/lifeskills_uc2425</a>         |
| Media Writing                        | <a href="https://pacyber.widen.net/s/hrw8vnb5rc/mediawriting_cm2425">https://pacyber.widen.net/s/hrw8vnb5rc/mediawriting_cm2425</a>     | <a href="https://pacyber.widen.net/s/hwqgxlqws/mediawriting_uc2425">https://pacyber.widen.net/s/hwqgxlqws/mediawriting_uc2425</a>       |
| Personal Leadership                  | <a href="https://pacyber.widen.net/s/8kzdjhnlwz/personallead_cm2425">https://pacyber.widen.net/s/8kzdjhnlwz/personallead_cm2425</a>     | <a href="https://pacyber.widen.net/s/ghwgxtrfrc/personallead_uc2425">https://pacyber.widen.net/s/ghwgxtrfrc/personallead_uc2425</a>     |
| Study Skills and Strategies          | <a href="https://pacyber.widen.net/s/6qvghktgxc/studyskill_cm2425">https://pacyber.widen.net/s/6qvghktgxc/studyskill_cm2425</a>         | <a href="https://pacyber.widen.net/s/vsslt7vmkb/studyskill_uc2425">https://pacyber.widen.net/s/vsslt7vmkb/studyskill_uc2425</a>         |

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## 9-12 Business Electives

| Course Title             | Curriculum Map Link                                                                                                                         | Unit Calendar Link                                                                                                                          |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Accounting               | <a href="https://pacyber.widen.net/s/grpvd7mqmf/account_cm2425">https://pacyber.widen.net/s/grpvd7mqmf/account_cm2425</a>                   | <a href="https://pacyber.widen.net/s/pldv5k65mt/account_uc2425">https://pacyber.widen.net/s/pldv5k65mt/account_uc2425</a>                   |
| Advertising              | <a href="https://pacyber.widen.net/s/nkzpzqzhtk/advertising_cm2425">https://pacyber.widen.net/s/nkzpzqzhtk/advertising_cm2425</a>           | <a href="https://pacyber.widen.net/s/pzzccvtnxf/advertising_uc2425">https://pacyber.widen.net/s/pzzccvtnxf/advertising_uc2425</a>           |
| Business Applications    | <a href="https://pacyber.widen.net/s/lhpkdh6wjs/busapp_cm2425">https://pacyber.widen.net/s/lhpkdh6wjs/busapp_cm2425</a>                     | <a href="https://pacyber.widen.net/s/vz9qjqhqhd/busapp_uc2425">https://pacyber.widen.net/s/vz9qjqhqhd/busapp_uc2425</a>                     |
| Business Management      | <a href="https://pacyber.widen.net/s/wddjmvlrnz/busmgmt_cm2425">https://pacyber.widen.net/s/wddjmvlrnz/busmgmt_cm2425</a>                   | <a href="https://pacyber.widen.net/s/wp6dr5dc5s/busmgmt_uc2425">https://pacyber.widen.net/s/wp6dr5dc5s/busmgmt_uc2425</a>                   |
| Entrepreneurship         | <a href="https://pacyber.widen.net/s/pmg7rkpxpp/entrepreneurship_cm2425">https://pacyber.widen.net/s/pmg7rkpxpp/entrepreneurship_cm2425</a> | <a href="https://pacyber.widen.net/s/zw72qmkqqv/entrepreneurship_uc2425">https://pacyber.widen.net/s/zw72qmkqqv/entrepreneurship_uc2425</a> |
| Introduction to Business | <a href="https://pacyber.widen.net/s/vxqqcj2b9h/introbus_cm2425">https://pacyber.widen.net/s/vxqqcj2b9h/introbus_cm2425</a>                 | <a href="https://pacyber.widen.net/s/8mczbrf78/introbus_uc2425">https://pacyber.widen.net/s/8mczbrf78/introbus_uc2425</a>                   |
| Marketing                | <a href="https://pacyber.widen.net/s/nrgp7kf6x5/marketing_cm2425">https://pacyber.widen.net/s/nrgp7kf6x5/marketing_cm2425</a>               | <a href="https://pacyber.widen.net/s/wfnphtwklt/marketing_uc2425">https://pacyber.widen.net/s/wfnphtwklt/marketing_uc2425</a>               |
| Money Management         | <a href="https://pacyber.widen.net/s/f2q7nzfdj7/moneymgmt_cm2425">https://pacyber.widen.net/s/f2q7nzfdj7/moneymgmt_cm2425</a>               | <a href="https://pacyber.widen.net/s/wf62kdwgmx/moneymgmt_uc2425">https://pacyber.widen.net/s/wf62kdwgmx/moneymgmt_uc2425</a>               |

## 9-12 Multimedia & Technology Electives

| Course Title                      | Curriculum Map Link                                                                                                                     | Unit Calendar Link                                                                                                                    |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Adobe Illustrator                 | <a href="https://pacyber.widen.net/s/zccrzglw8z/adobeill_cm2425">https://pacyber.widen.net/s/zccrzglw8z/adobeill_cm2425</a>             | <a href="https://pacyber.widen.net/s/qv5hbzwwpp/adobeill_uc2425">https://pacyber.widen.net/s/qv5hbzwwpp/adobeill_uc2425</a>           |
| Adobe InDesign                    | <a href="https://pacyber.widen.net/s/hsp5wwrsmg/adobeindesign_cm2425">https://pacyber.widen.net/s/hsp5wwrsmg/adobeindesign_cm2425</a>   | <a href="https://pacyber.widen.net/s/vw2tbtpc6/adobeindesign_uc2425">https://pacyber.widen.net/s/vw2tbtpc6/adobeindesign_uc2425</a>   |
| Adobe Photoshop                   | <a href="https://pacyber.widen.net/s/vk2kblwc6f/adobephoto_cm2425">https://pacyber.widen.net/s/vk2kblwc6f/adobephoto_cm2425</a>         | <a href="https://pacyber.widen.net/s/bwxqlwnvbx/adobephoto_uc2425">https://pacyber.widen.net/s/bwxqlwnvbx/adobephoto_uc2425</a>       |
| Adobe Premiere Pro                | <a href="https://pacyber.widen.net/s/wrqp2spnv9/adobeprepro_cm2425">https://pacyber.widen.net/s/wrqp2spnv9/adobeprepro_cm2425</a>       | <a href="https://pacyber.widen.net/s/p89jpd5hxz/adobeprepro_uc2425">https://pacyber.widen.net/s/p89jpd5hxz/adobeprepro_uc2425</a>     |
| Basic Web Design                  | <a href="https://pacyber.widen.net/s/n9lczdhvbj/basicwebdesign_cm2425">https://pacyber.widen.net/s/n9lczdhvbj/basicwebdesign_cm2425</a> | <a href="https://pacyber.widen.net/s/lt6x9sw2m/basicwebdesign_uc2425">https://pacyber.widen.net/s/lt6x9sw2m/basicwebdesign_uc2425</a> |
| Building Maintenance Technologies | <a href="https://pacyber.widen.net/s/9nvfk2xnmz/buildmaintech_cm2425">https://pacyber.widen.net/s/9nvfk2xnmz/buildmaintech_cm2425</a>   | <a href="https://pacyber.widen.net/s/dxknbmwkcg/buildmaintech_uc2425">https://pacyber.widen.net/s/dxknbmwkcg/buildmaintech_uc2425</a> |

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|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Cloud Technologies and the Internet of Things | <a href="https://pacyber.widen.net/s/czqjwrs68h/cloudtech_cm2425">https://pacyber.widen.net/s/czqjwrs68h/cloudtech_cm2425</a>           | <a href="https://pacyber.widen.net/s/dnvq2bftcc/cloudtech_uc2425">https://pacyber.widen.net/s/dnvq2bftcc/cloudtech_uc2425</a>         |
| Computer Basics                               | <a href="https://pacyber.widen.net/s/ct7wpbzqzv/computerbasics_cm2425">https://pacyber.widen.net/s/ct7wpbzqzv/computerbasics_cm2425</a> | <a href="https://pacyber.widen.net/s/5lbrkvcmp/computerbasics_uc2425">https://pacyber.widen.net/s/5lbrkvcmp/computerbasics_uc2425</a> |
| Cybersecurity                                 | <a href="https://pacyber.widen.net/s/kdzlrkwsxw/cybersecurity_cm2425">https://pacyber.widen.net/s/kdzlrkwsxw/cybersecurity_cm2425</a>   | <a href="https://pacyber.widen.net/s/ctmdkhdrj2/cybersecurity_uc2425">https://pacyber.widen.net/s/ctmdkhdrj2/cybersecurity_uc2425</a> |
| Introduction to Artificial Intelligence       | <a href="https://pacyber.widen.net/s/zqlxxd2rkc/introartintel_cm2425">https://pacyber.widen.net/s/zqlxxd2rkc/introartintel_cm2425</a>   | <a href="https://pacyber.widen.net/s/dpp6tbmqht/introartintel_uc2425">https://pacyber.widen.net/s/dpp6tbmqht/introartintel_uc2425</a> |
| Introduction to Computer Science              | <a href="https://pacyber.widen.net/s/77hft2pfs/introcompsci_cm2425">https://pacyber.widen.net/s/77hft2pfs/introcompsci_cm2425</a>       | <a href="https://pacyber.widen.net/s/wmvnrwnf95/introcompsci_uc2425">https://pacyber.widen.net/s/wmvnrwnf95/introcompsci_uc2425</a>   |
| Intro to Java Programming                     | <a href="https://pacyber.widen.net/s/dp9xwcmwtj/introjavaprog_cm2425">https://pacyber.widen.net/s/dp9xwcmwtj/introjavaprog_cm2425</a>   | <a href="https://pacyber.widen.net/s/xwmjxmhm5q/introjavaprog_uc2425">https://pacyber.widen.net/s/xwmjxmhm5q/introjavaprog_uc2425</a> |
| JavaScript Game Design                        | <a href="https://pacyber.widen.net/s/fxrbmzvtdx/javagamedes_cm2425">https://pacyber.widen.net/s/fxrbmzvtdx/javagamedes_cm2425</a>       | <a href="https://pacyber.widen.net/s/mszkt87qg/javagamedes_uc2425">https://pacyber.widen.net/s/mszkt87qg/javagamedes_uc2425</a>       |
| Microsoft Excel                               | <a href="https://pacyber.widen.net/s/pm5tlwpts5/microexcel_cm2425">https://pacyber.widen.net/s/pm5tlwpts5/microexcel_cm2425</a>         | <a href="https://pacyber.widen.net/s/km2wlpstfp/microexcel_uc2425">https://pacyber.widen.net/s/km2wlpstfp/microexcel_uc2425</a>       |
| Microsoft PowerPoint                          | <a href="https://pacyber.widen.net/s/f2jwlc29nn/microppt_cm2425">https://pacyber.widen.net/s/f2jwlc29nn/microppt_cm2425</a>             | <a href="https://pacyber.widen.net/s/zzrhdnxv8w/microppt_uc2425">https://pacyber.widen.net/s/zzrhdnxv8w/microppt_uc2425</a>           |
| Microsoft Word                                | <a href="https://pacyber.widen.net/s/cb7px5ljks/microword_cm2425">https://pacyber.widen.net/s/cb7px5ljks/microword_cm2425</a>           | <a href="https://pacyber.widen.net/s/rqvsw2vkc/microword_uc2425">https://pacyber.widen.net/s/rqvsw2vkc/microword_uc2425</a>           |
| Python Multiplayer Adventure                  | <a href="https://pacyber.widen.net/s/fwbjssbp5f/pythonmulti_cm2425">https://pacyber.widen.net/s/fwbjssbp5f/pythonmulti_cm2425</a>       | <a href="https://pacyber.widen.net/s/hgrw7nvjkh/pythonmulti_uc2425">https://pacyber.widen.net/s/hgrw7nvjkh/pythonmulti_uc2425</a>     |
| Python Programming                            | <a href="https://pacyber.widen.net/s/ijysz6kbqsk/pythonprog_cm2425">https://pacyber.widen.net/s/ijysz6kbqsk/pythonprog_cm2425</a>       | <a href="https://pacyber.widen.net/s/5flnwh6rnc/pythonprog_uc2425">https://pacyber.widen.net/s/5flnwh6rnc/pythonprog_uc2425</a>       |
| Wearable Technology Innovations               | <a href="https://pacyber.widen.net/s/mfp6mxb7ft/weartech_cm2425">https://pacyber.widen.net/s/mfp6mxb7ft/weartech_cm2425</a>             | <a href="https://pacyber.widen.net/s/gwnz5lczgv/weartech_uc2425">https://pacyber.widen.net/s/gwnz5lczgv/weartech_uc2425</a>           |
| Web Design                                    | <a href="https://pacyber.widen.net/s/xkqtvf2g6k/webdesign_cm2425">https://pacyber.widen.net/s/xkqtvf2g6k/webdesign_cm2425</a>           | <a href="https://pacyber.widen.net/s/cbp2wxmsjv/webdesign_uc2425">https://pacyber.widen.net/s/cbp2wxmsjv/webdesign_uc2425</a>         |

## Keystone Remediation Courses

| Course Title                | Curriculum Map Link                                                                                                               | Unit Calendar Link                                                                                                                |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Keystone Algebra I          | <a href="https://pacyber.widen.net/s/x7fvjcxvqt/keystonealg_cm2425">https://pacyber.widen.net/s/x7fvjcxvqt/keystonealg_cm2425</a> | <a href="https://pacyber.widen.net/s/fmshb5fs67/keystonealg_uc2425">https://pacyber.widen.net/s/fmshb5fs67/keystonealg_uc2425</a> |
| Keystone Biology            | <a href="https://pacyber.widen.net/s/klqjknqnc/keystonebio_cm2425">https://pacyber.widen.net/s/klqjknqnc/keystonebio_cm2425</a>   | <a href="https://pacyber.widen.net/s/p2ffpkmvfs/keystonebio_uc2425">https://pacyber.widen.net/s/p2ffpkmvfs/keystonebio_uc2425</a> |
| Keystone English Literature | <a href="https://pacyber.widen.net/s/grwlfttlvq/kestonelit_cm2425">https://pacyber.widen.net/s/grwlfttlvq/kestonelit_cm2425</a>   | <a href="https://pacyber.widen.net/s/f58pknztj7/kestonelit_uc2425">https://pacyber.widen.net/s/f58pknztj7/kestonelit_uc2425</a>   |

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## World Languages 9-12

| Course Title              | Curriculum Map Link                                                                                                                 | Unit Calendar Link                                                                                                                  |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| American Sign Language I  | <a href="https://pacyber.widen.net/s/qxzcq2ktxw/amsignlani_cm2425">https://pacyber.widen.net/s/qxzcq2ktxw/amsignlani_cm2425</a>     | <a href="https://pacyber.widen.net/s/7km8qvjpqq/amsignlani_uc2425">https://pacyber.widen.net/s/7km8qvjpqq/amsignlani_uc2425</a>     |
| American Sign Language II | <a href="https://pacyber.widen.net/s/kwwwzt66sl/amsignlanii_cm2425">https://pacyber.widen.net/s/kwwwzt66sl/amsignlanii_cm2425</a>   | <a href="https://pacyber.widen.net/s/kdpfdc5d8j/amsignlanii_uc2425">https://pacyber.widen.net/s/kdpfdc5d8j/amsignlanii_uc2425</a>   |
| French I                  | <a href="https://pacyber.widen.net/s/wgw8k2hfw9/frenchiac_cm2425">https://pacyber.widen.net/s/wgw8k2hfw9/frenchiac_cm2425</a>       | <a href="https://pacyber.widen.net/s/bhvwgmf7dv/frenchiac_uc2425">https://pacyber.widen.net/s/bhvwgmf7dv/frenchiac_uc2425</a>       |
| French I VC               | <a href="https://pacyber.widen.net/s/rwprtn2lt/frenchivc_cm2425">https://pacyber.widen.net/s/rwprtn2lt/frenchivc_cm2425</a>         | <a href="https://pacyber.widen.net/s/fnxhbsrbdt/frenchivc_uc2425">https://pacyber.widen.net/s/fnxhbsrbdt/frenchivc_uc2425</a>       |
| French II                 | <a href="https://pacyber.widen.net/s/cbwt6qhfdw/frenchiiaac_cm2425">https://pacyber.widen.net/s/cbwt6qhfdw/frenchiiaac_cm2425</a>   | <a href="https://pacyber.widen.net/s/8bbswvpgj2/frenchiiaac_uc2425">https://pacyber.widen.net/s/8bbswvpgj2/frenchiiaac_uc2425</a>   |
| French II VC              | <a href="https://pacyber.widen.net/s/rvhbqx6dmz/frenchiivc_cm2425">https://pacyber.widen.net/s/rvhbqx6dmz/frenchiivc_cm2425</a>     | <a href="https://pacyber.widen.net/s/jlx6lkfcnx/frenchiivc_uc2425">https://pacyber.widen.net/s/jlx6lkfcnx/frenchiivc_uc2425</a>     |
| French III                | <a href="https://pacyber.widen.net/s/7fxc8c2xsx/frenchiiaac_cm2425">https://pacyber.widen.net/s/7fxc8c2xsx/frenchiiaac_cm2425</a>   | <a href="https://pacyber.widen.net/s/bpqjxkpmdb/frenchiiaac_uc2425">https://pacyber.widen.net/s/bpqjxkpmdb/frenchiiaac_uc2425</a>   |
| French III VC             | <a href="https://pacyber.widen.net/s/qtz7xcqrj/frenchiivc_cm2425">https://pacyber.widen.net/s/qtz7xcqrj/frenchiivc_cm2425</a>       | <a href="https://pacyber.widen.net/s/fzvz6qgb6f/frenchiivc_uc2425">https://pacyber.widen.net/s/fzvz6qgb6f/frenchiivc_uc2425</a>     |
| French IV VC              | <a href="https://pacyber.widen.net/s/gqrtw5xbsv/frenchivc_cm2425">https://pacyber.widen.net/s/gqrtw5xbsv/frenchivc_cm2425</a>       | <a href="https://pacyber.widen.net/s/rzmn6md297/frenchivc_uc2425">https://pacyber.widen.net/s/rzmn6md297/frenchivc_uc2425</a>       |
| German I                  | <a href="https://pacyber.widen.net/s/55zjbpfkg8/germaniac_cm2425">https://pacyber.widen.net/s/55zjbpfkg8/germaniac_cm2425</a>       | <a href="https://pacyber.widen.net/s/gpnbpbzbdww/germaniac_uc2425">https://pacyber.widen.net/s/gpnbpbzbdww/germaniac_uc2425</a>     |
| German I VC               | <a href="https://pacyber.widen.net/s/b5f29zdfdf/germanivc_cm2425">https://pacyber.widen.net/s/b5f29zdfdf/germanivc_cm2425</a>       | <a href="https://pacyber.widen.net/s/6wtdf9pcls/germanivc_uc2425">https://pacyber.widen.net/s/6wtdf9pcls/germanivc_uc2425</a>       |
| German II                 | <a href="https://pacyber.widen.net/s/jw9wrrxbpk/germaniiac_cm2425">https://pacyber.widen.net/s/jw9wrrxbpk/germaniiac_cm2425</a>     | <a href="https://pacyber.widen.net/s/vjmhsrvkcc/germaniiac_uc2425">https://pacyber.widen.net/s/vjmhsrvkcc/germaniiac_uc2425</a>     |
| German II VC              | <a href="https://pacyber.widen.net/s/2xtkb97jpn/germaniivc_cm2425">https://pacyber.widen.net/s/2xtkb97jpn/germaniivc_cm2425</a>     | <a href="https://pacyber.widen.net/s/jkrtrmxsklp/germaniivc_uc2425">https://pacyber.widen.net/s/jkrtrmxsklp/germaniivc_uc2425</a>   |
| German III                | <a href="https://pacyber.widen.net/s/sq2qbvrttt/germaniiiaac_cm2425">https://pacyber.widen.net/s/sq2qbvrttt/germaniiiaac_cm2425</a> | <a href="https://pacyber.widen.net/s/6m8mtftslr/germaniiiaac_uc2425">https://pacyber.widen.net/s/6m8mtftslr/germaniiiaac_uc2425</a> |
| Mandarin Chinese          | <a href="https://pacyber.widen.net/s/lmn2xsjt2n/mandarini_cm2425">https://pacyber.widen.net/s/lmn2xsjt2n/mandarini_cm2425</a>       | <a href="https://pacyber.widen.net/s/hz2shppjpr/mandarini_uc2425">https://pacyber.widen.net/s/hz2shppjpr/mandarini_uc2425</a>       |
| Mandarin Chinese II       | <a href="https://pacyber.widen.net/s/lis2qjlx7p/mandarinii_cm2425">https://pacyber.widen.net/s/lis2qjlx7p/mandarinii_cm2425</a>     | <a href="https://pacyber.widen.net/s/wrzcfbkfnr/mandarinii_uc2425">https://pacyber.widen.net/s/wrzcfbkfnr/mandarinii_uc2425</a>     |
| Spanish I                 | <a href="https://pacyber.widen.net/s/q6mjtjggpp/spanishiac_cm2425">https://pacyber.widen.net/s/q6mjtjggpp/spanishiac_cm2425</a>     | <a href="https://pacyber.widen.net/s/ghptkd8x9n/spanishiac_uc2425">https://pacyber.widen.net/s/ghptkd8x9n/spanishiac_uc2425</a>     |
| Spanish I VC              | <a href="https://pacyber.widen.net/s/ktrmzbcrlh/spanishivc_cm2425">https://pacyber.widen.net/s/ktrmzbcrlh/spanishivc_cm2425</a>     | <a href="https://pacyber.widen.net/s/wzvp8nbd2x/spanishivc_uc2425">https://pacyber.widen.net/s/wzvp8nbd2x/spanishivc_uc2425</a>     |
| Spanish II                | <a href="https://pacyber.widen.net/s/hjlk9cbqjx/spanishiiaac_cm2425">https://pacyber.widen.net/s/hjlk9cbqjx/spanishiiaac_cm2425</a> | <a href="https://pacyber.widen.net/s/ncfvrlslcf/spanishiiaac_uc2425">https://pacyber.widen.net/s/ncfvrlslcf/spanishiiaac_uc2425</a> |

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|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Spanish II VC                   | <a href="https://pacyber.widen.net/s/qgbmhgnlpd/spanishiivc_cm2425">https://pacyber.widen.net/s/qgbmhgnlpd/spanishiivc_cm2425</a> | <a href="https://pacyber.widen.net/s/srprwbqkqp/spanishiivc_uc2425">https://pacyber.widen.net/s/srprwbqkqp/spanishiivc_uc2425</a>   |
| Spanish III                     | <a href="https://pacyber.widen.net/s/7wfkwtjmv/spanishiiiac_cm2425">https://pacyber.widen.net/s/7wfkwtjmv/spanishiiiac_cm2425</a> | <a href="https://pacyber.widen.net/s/nvfhtzrf9/spanishiiiac_uc2425">https://pacyber.widen.net/s/nvfhtzrf9/spanishiiiac_uc2425</a>   |
| Spanish III VC                  | <a href="https://pacyber.widen.net/s/xgzfkzspzspanishiiivc_cm2425">https://pacyber.widen.net/s/xgzfkzspzspanishiiivc_cm2425</a>   | <a href="https://pacyber.widen.net/s/khpgtrpkwc/spanishiiivc_uc2425">https://pacyber.widen.net/s/khpgtrpkwc/spanishiiivc_uc2425</a> |
| Spanish IV                      | <a href="https://pacyber.widen.net/s/mp6mzphhfg/spanishivvc_cm2425">https://pacyber.widen.net/s/mp6mzphhfg/spanishivvc_cm2425</a> | <a href="https://pacyber.widen.net/s/br6sr5hclh/spanishivvc_uc2425">https://pacyber.widen.net/s/br6sr5hclh/spanishivvc_uc2425</a>   |
| AP Spanish Language and Culture | <a href="https://pacyber.widen.net/s/h96kfnzhkz/apspanlang_cm2425">https://pacyber.widen.net/s/h96kfnzhkz/apspanlang_cm2425</a>   | <a href="https://pacyber.widen.net/s/prfcl78db/apspanlang_uc2425">https://pacyber.widen.net/s/prfcl78db/apspanlang_uc2425</a>       |

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# PA CYBER | 2023-2024 SCHOOL CALENDAR

| JULY 2023 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           |    |    |    |    |    | 1  |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        | 31 |    |    |    |    |    |

- 3-7 School Closed
- 14 School Closed
- 21 School Closed
- 28 School Closed

| JANUARY 2024 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              | 1  | 2  | 3  | 4  | 5  | 6  |
| 7            | 8  | 9  | 10 | 11 | 12 | 13 |
| 14           | 15 | 16 | 17 | 18 | 19 | 20 |
| 21           | 22 | 23 | 24 | 25 | 26 | 27 |
| 28           | 29 | 30 | 31 |    |    |    |

- 1-2 Winter Break School Closed  
No School For Students
- 15 All Staff In-Service Day  
No School For Students
- 16-18 Diagnostic/Benchmark Screenings
- 22 End of 2<sup>nd</sup> Quarter
- 26 Modified Schedule For Student

| AUGUST 2023 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    | 1  | 2  | 3  | 4  | 5  |
| 6           | 7  | 8  | 9  | 10 | 11 | 12 |
| 13          | 14 | 15 | 16 | 17 | 18 | 19 |
| 20          | 21 | 22 | 23 | 24 | 25 | 26 |
| 27          | 28 | 29 | 30 | 31 |    |    |

- 4 School Closed
- 11 School Closed
- 15 All Staff In-Service
- 16 Academic In-Service
- 23 Great Starts Day(Mandatory)
- 24 Back to School Open House
- 28 First Day of School

| FEBRUARY 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 |    |    |

- 5 100<sup>th</sup> Day of School
- 19 Academic In-Service Day  
No School For Students
- 23 Middle of 3<sup>rd</sup> Quarter

| SEPTEMBER 2023 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
|                |    |    |    |    | 1  | 2  |
| 3              | 4  | 5  | 6  | 7  | 8  | 9  |
| 10             | 11 | 12 | 13 | 14 | 15 | 16 |
| 17             | 18 | 19 | 20 | 21 | 22 | 23 |
| 24             | 25 | 26 | 27 | 28 | 29 | 30 |

- 4 Labor Day School Closed  
No School For Students
- 19-21 Diagnostic/Benchmark Screening
- 28 Middle of 1<sup>st</sup> Quarter

| MARCH 2024 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    | 1  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |
| 31         |    |    |    |    |    |    |

- 26 End of 3<sup>rd</sup> Quarter
- 27 Modified Schedule For Students  
State Assessment Training For Staff
- 28-29 Spring Break School Closed  
No School For Students

| OCTOBER 2023 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 | 31 |    |    |    |    |

- 9 Academic In-Service Day  
No School For Students
- 31 End of 1<sup>st</sup> Quarter

| APRIL 2024 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 |    |    |    |    |

- 1-2 Spring Break School Closed  
No School For Students
- 23-25 PSSA Testing Window Grades 3-8

| NOVEMBER 2023 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    | 1  | 2  | 3  | 4  |
| 5             | 6  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 | 29 | 30 |    |    |

- 3 Modified Schedule For Students
- 10 Veterans Day School Closed  
No School For Students
- 22-27 Fall Break School Closed  
No School For Students

| MAY 2024 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

- 2 Middle of 4<sup>th</sup> Quarter
- 14-16 Keystone Spring Exams  
14 Literature, 15 Algebra, 16 Biology  
Diagnostic/Benchmark Screening(K-2)
- 27 Memorial Day School Closed  
No School For Students

| DECEMBER 2023 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |
| 31            |    |    |    |    |    |    |

- 5-7 Keystone Winter Exams  
5 Literature, 6 Algebra, 7 Biology
- 8 Middle of 2<sup>nd</sup> Quarter
- 21 Modified Schedule For Students
- 22-29 Winter Break School Closed  
No School For Students

| JUNE 2024 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           |    |    |    |    |    | 1  |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        |    |    |    |    |    |    |

- 4 Modified Schedule For Students  
Last Day of School
- 5 Tentative Eastern/Central Graduation
- 7 Tentative Western Graduation
- 19 Juneteenth School Closed



# PA Cyber Modified Schedule

| Regular Course Start Time<br>(1hr & 1.5hr Courses) | Modified Schedule                     |
|----------------------------------------------------|---------------------------------------|
| 8:00AM                                             | 8:00AM – 8:35AM                       |
| 9:00AM                                             | 8:35AM – 9:10AM                       |
| 10:00AM                                            | 9:10AM – 9:45AM                       |
| 11:00AM                                            | 9:45AM – 10:20AM                      |
| 12:00PM                                            | 10:20AM – 10:55AM                     |
| 1:00PM                                             | 10:55AM – 11:30AM                     |
| 2:00PM                                             | 11:30AM – 12:05PM                     |
| 3:00PM                                             | Classes/Clubs/Workshops Will Not Meet |
| Grade 2 VC and Learning Support                    |                                       |
| Regular Course Start Time                          | Modified Schedule                     |
| 8:30AM                                             | 8:35AM – 10:20AM                      |
| 1:00PM                                             | 10:55AM – 11:30AM                     |
| Grade 3, 4, & 5 VC and Learning Support            |                                       |
| Regular Course Start Time                          | Modified Schedule                     |
| 8:30AM                                             | 8:35AM – 9:10AM                       |
| 10:30AM                                            | 9:45AM – 10:20AM                      |
| 1:00PM                                             | 10:55AM – 11:30AM                     |
| 2:00PM                                             | 11:30AM – 12:05PM                     |

# PA CYBER| 2024-2025 SCHOOL CALENDAR

| JULY 2024 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 | 31 |    |    |    |

- 1-5 School Closed
- 12 School Closed
- 19 School Closed
- 26 School Closed

| AUGUST 2024 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

- 2 School Closed
- 9 School Closed
- 13 All Staff In-Service
- 14 Academic In-Service
- 21 Great Starts Day (MANDATORY)
- 23 Back to School Open House
- 26 First Day of School

| SEPTEMBER 2024 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 |    |    |    |    |    |

- 2 Labor Day School Closed  
No School For Students
- 17-19 Diagnostic/Benchmark Screening
- 26 Middle of 1<sup>st</sup> Quarter

| OCTOBER 2024 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

- 14 Academic In-Service  
No School For Students
- 29 End of 1<sup>st</sup> Quarter

| NOVEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |

- 1 Modified Schedule for Students
- 11 Veterans Day School Closed  
No School For Students
- 27-29 Fall Break School Closed  
No School For Students

| DECEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

- 2 Fall Break School Closed  
No School For Students
- 6 Middle of 2<sup>nd</sup> Quarter
- 20 Modified Schedule For Students  
Staff Early Release
- 23-31 Winter Break School Closed  
No School For Students

- 1 Winter Break School Closed  
No School For Students
- 14-16 Diagnostic/Benchmark Screenings
- 17 End of 2<sup>nd</sup> Quarter  
Modified Schedule For Students
- 20 All Staff In-Service  
No School For Students

| JANUARY 2025 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

- 3 100<sup>th</sup> Day of School
- 17 Academic In-Service  
No School For Students
- 21 Middle of 3<sup>rd</sup> Quarter

| FEBRUARY 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 |    |

- 25 End of 3<sup>rd</sup> Quarter
- 28 Modified Schedule For Students

| MARCH 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

- 16 Modified Schedule for Students
- 17-21 Spring Break School Closed  
No School For Students
- 29-30 PSSA Testing Window Grades 3-8
- 30 Middle of 4<sup>th</sup> Quarter

| APRIL 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    | 1  | 2  | 3  | 4  | 5  |
| 6          | 7  | 8  | 9  | 10 | 11 | 12 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 |
| 27         | 28 | 29 | 30 |    |    |    |

- 1 PSSA Testing Window Grades 3-8
- 13-15 Keystone Spring Exams  
13 Literature, 14 Algebra, 15 Biology  
Diagnostic/Benchmark Screening(K-2)
- 26 Memorial's Day School Closed  
No School For Students

| MAY 2025 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 | 31 |

- 2 Modified Schedule for Students  
Last Day of School
- 6 Tentative Western Graduation
- 11 Tentative Eastern Graduation
- 19 Juneteenth School Closed

| JUNE 2025 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 |    |    |    |    |    |

# PA CYBER| 2024-2025 SCHOOL CALENDAR

## PA Cyber Modified Schedule

| Regular Course Start Time<br>(1hr & 1.5hr Courses) | Modified Schedule                     |
|----------------------------------------------------|---------------------------------------|
| 8:00AM                                             | 8:00AM – 8:35AM                       |
| 9:00AM                                             | 8:35AM – 9:10AM                       |
| 10:00AM                                            | 9:10AM – 9:45AM                       |
| 11:00AM                                            | 9:45AM – 10:20AM                      |
| 12:00PM                                            | 10:20AM – 10:55AM                     |
| 1:00PM                                             | 10:55AM – 11:30AM                     |
| 2:00PM                                             | 11:30AM – 12:05PM                     |
| 3:00PM                                             | Classes/Clubs/Workshops Will Not Meet |
| Grade 2 VC and Learning Support                    |                                       |
| Regular Course Start Time                          | Modified Schedule                     |
| 8:30AM                                             | 8:35AM – 10:20AM                      |
| 1:00PM                                             | 10:55AM – 11:30AM                     |
| Grade 3, 4, & 5 VC and Learning Support            |                                       |
| Regular Course Start Time                          | Modified Schedule                     |
| 8:30AM                                             | 8:35AM – 9:10AM                       |
| 10:30AM                                            | 9:45AM – 10:20AM                      |

| Subject                                                                                                                          | Start Date | Start Time  | End Date  | End Time    | Meeting Organizer           | Categories |
|----------------------------------------------------------------------------------------------------------------------------------|------------|-------------|-----------|-------------|-----------------------------|------------|
| Training   Rosetta Stone Engage I                                                                                                | 7/11/2023  | 10:00:00 AM | 7/11/2023 | 11:30:00 AM | Dana Craker                 | TRAINING   |
| Training   Rosetta Stone Engage II                                                                                               | 7/11/2023  | 1:00:00 PM  | 7/11/2023 | 2:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Exact Path Implementation Planning Meeting                                                                              | 7/19/2023  | 9:30:00 AM  | 7/19/2023 | 10:30:00 AM | Attar, Jodi                 | TRAINING   |
| Interventions / Supplemental Supports - WIN Block                                                                                | 7/20/2023  | 1:30:00 PM  | 7/20/2023 | 2:30:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Exact Path Teacher Training (Special Education)                                                                | 7/20/2023  | 10:00:00 AM | 7/20/2023 | 11:00:00 AM | Attar, Jodi                 | TRAINING   |
| PA Cyber Charter (Systems Administrator) and PASS (Operations)                                                                   | 7/24/2023  | 9:00:00 AM  | 7/24/2023 | 9:30:00 AM  | Jen McGinty                 | TRAINING   |
| PA Cyber School Implementation Planning Meeting SY2023-24                                                                        | 7/24/2023  | 1:00:00 PM  | 7/24/2023 | 2:00:00 PM  | Attar, Jodi                 | TRAINING   |
| FEV + PA Cyber: Fall Planning                                                                                                    | 7/25/2023  | 1:00:00 PM  | 7/25/2023 | 1:30:00 PM  | jennifer.b@fevtutor.com     | TRAINING   |
| Kick-Off Meeting   Turnitin                                                                                                      | 7/25/2023  | 8:30:00 AM  | 7/25/2023 | 9:30:00 AM  | Dana Craker                 | TRAINING   |
| Pennsylvania Cyber Charter School   Turnitin Kick-Off Call @ Tue Jul 25, 2023<br>7:30am - 8:30am (CDT) (dana.craker@pacyber.org) | 7/25/2023  | 8:30:00 AM  | 7/25/2023 | 9:30:00 AM  | jbrand@turnitin.com         | TRAINING   |
| Exact Path 9-12 Discussion                                                                                                       | 7/31/2023  | 9:30:00 AM  | 7/31/2023 | 10:00:00 AM | Dana Craker                 | TRAINING   |
| Pennsylvania Cyber Charter School+Newsela--Partnership Call                                                                      | 7/31/2023  | 11:00:00 AM | 7/31/2023 | 11:30:00 AM | sherelle.minter@newsela.com | TRAINING   |
| Quarterly Partnership Meeting   Newsela 6-8 Academy & ELD                                                                        | 7/31/2023  | 11:00:00 AM | 7/31/2023 | 11:30:00 AM | Dana Craker                 | MEETING    |
| Pa Cyber Edmentum Exact Path HS Pilot Update Meeting                                                                             | 8/1/2023   | 1:00:00 PM  | 8/1/2023  | 1:30:00 PM  | Attar, Jodi                 | TRAINING   |
| Pennsylvania Cyber Charter School: Turnitin Administrator Intro & Training<br>Session                                            | 8/1/2023   | 9:00:00 AM  | 8/1/2023  | 10:00:00 AM | jbrand@turnitin.com         | TRAINING   |
| Training   Turnitin Administrator                                                                                                | 8/1/2023   | 9:00:00 AM  | 8/1/2023  | 10:00:00 AM | Dana Craker                 | TRAINING   |
| Renaissance Professional Planning Meeting - Pennsylvania Cyber Charter School-<br>1165167                                        | 8/2/2023   | 1:00:00 PM  | 8/2/2023  | 1:30:00 PM  | Melanie Dorsey              | TRAINING   |
| PA Cyber Edmentum Courseware "Getting Started" Training                                                                          | 8/3/2023   | 10:00:00 AM | 8/3/2023  | 11:00:00 AM | Attar, Jodi                 | TRAINING   |
| PA Cyber Edmentum Reading Eggs "Getting Started" Training (ELD)                                                                  | 8/3/2023   | 9:00:00 AM  | 8/3/2023  | 10:00:00 AM | Attar, Jodi                 | TRAINING   |
| Training   ELD   Edmentum Reading Eggs & ELL Library                                                                             | 8/3/2023   | 9:00:00 AM  | 8/3/2023  | 11:00:00 AM | Dana Craker                 | TRAINING   |
| Meeting   Turnitin Pre-Training                                                                                                  | 8/8/2023   | 1:00:00 PM  | 8/8/2023  | 1:30:00 PM  | Dana Craker                 | TRAINING   |
| Getting Started with STAR- Pennsylvania Cyber Charter School                                                                     | 8/9/2023   | 9:00:00 AM  | 8/9/2023  | 10:00:00 AM | Renaissance Learning        | TRAINING   |
| Training   Renaissance STAR Math & Reading Session No. 1                                                                         | 8/9/2023   | 10:00:00 AM | 8/9/2023  | 11:00:00 AM | Dana Craker                 | TRAINING   |
| Training   Renaissance STAR Math & Reading Session No. 2                                                                         | 8/9/2023   | 2:00:00 PM  | 8/9/2023  | 3:00:00 PM  | Dana Craker                 | TRAINING   |
| Debrief on Renaissance Products                                                                                                  | 8/14/2023  | 11:00:00 AM | 8/14/2023 | 12:00:00 PM | Dana Craker                 | TRAINING   |
| Training   STAR CBM Session No. 1 & 2                                                                                            | 8/14/2023  | 9:00:00 AM  | 8/14/2023 | 10:30:00 AM | Dana Craker                 | TRAINING   |
| 2023-2024 Title I products                                                                                                       | 8/17/2023  | 1:00:00 PM  | 8/17/2023 | 2:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber & Quizizz Intro                                                                                                         | 8/17/2023  | 9:30:00 AM  | 8/17/2023 | 10:00:00 AM | amber@quizizz.com           | TRAINING   |

| Subject                                                                                | Start Date | Start Time  | End Date  | End Time    | Meeting Organizer           | Categories |
|----------------------------------------------------------------------------------------|------------|-------------|-----------|-------------|-----------------------------|------------|
| FEV Tutor + PA Cyber: Fall Planning                                                    | 8/22/2023  | 1:00:00 PM  | 8/22/2023 | 1:30:00 PM  | jennifer.b@fevtutor.com     | TRAINING   |
| PaCyber Teacher Training #2 (Special Ed Pilot) (RESCHEDULED from Aug 21)               | 8/22/2023  | 2:00:00 PM  | 8/22/2023 | 3:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Pennsylvania Cyber Charter School   Turnitin Training Session                          | 8/24/2023  | 1:00:00 PM  | 8/24/2023 | 3:00:00 PM  | jbrand@turnitin.com         | TRAINING   |
| Training   Turnitin- Getting Started                                                   | 8/24/2023  | 1:00:00 PM  | 8/24/2023 | 3:00:00 PM  | Dana Craker                 | TRAINING   |
| Read Naturally & PAcyber Meeting                                                       | 8/25/2023  | 11:30:00 AM | 8/25/2023 | 12:00:00 PM | Dan Evans                   | TRAINING   |
| Star Pilot Organizing Meeting                                                          | 8/25/2023  | 10:30:00 AM | 8/25/2023 | 11:30:00 AM | Dana Craker                 | TRAINING   |
| [Clever] Dana/Classkick - Pennsylvania Cyber Charter                                   | 8/29/2023  | 3:30:00 PM  | 8/29/2023 | 4:00:00 PM  | sandip@classkick.com        | TRAINING   |
| PA Cyber Edmentum Study Island Gr. 3-5 (Blended)                                       | 8/29/2023  | 3:00:00 PM  | 8/29/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Training   BC Only - Academy 3-5   Study Island                                        | 8/29/2023  | 3:00:00 PM  | 8/29/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Study Island Gr. 6-8 (Blended)                                       | 8/30/2023  | 3:00:00 PM  | 8/30/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Training   BC Only-Academy 6-8                                                         | 8/30/2023  | 3:00:00 PM  | 8/30/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Study Island Gr. 9-12 (Blended)                                      | 8/31/2023  | 3:00:00 PM  | 8/31/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Training   Academy 9-12                                                                | 8/31/2023  | 3:00:00 PM  | 8/31/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Study Island Gr. 3-5 (Virtual)                                       | 9/5/2023   | 3:00:00 PM  | 9/5/2023  | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Training   Newsela   6-8 Academy Social Studies Teachers Only                          | 9/5/2023   | 3:00:00 PM  | 9/5/2023  | 3:30:00 PM  | Dana Craker                 | TRAINING   |
| Training   VC Only - Academy 3-5   Study Island                                        | 9/5/2023   | 3:00:00 PM  | 9/5/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Study Island Gr. 6-8 (Virtual)                                       | 9/6/2023   | 3:00:00 PM  | 9/6/2023  | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Training   VC Only - Academy 6-8   Study Island                                        | 9/6/2023   | 3:00:00 PM  | 9/6/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Study Island Gr. 9-12 (Virtual-Algebra, Bio)                         | 9/7/2023   | 3:00:00 PM  | 9/7/2023  | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Pennsylvania Cyber // Newsela Workshop                                                 | 9/7/2023   | 3:00:00 PM  | 9/7/2023  | 3:30:00 PM  | supriya.kotagal@newsela.com | TRAINING   |
| Renaissance Professional Learning Planning Meeting - PA Cyber Charter School - 1165167 | 9/7/2023   | 1:00:00 PM  | 9/7/2023  | 1:30:00 PM  | Melanie Dorsey              | TRAINING   |
| Training   Academy 9-12 English, Algebra and Biology VC Teachers                       | 9/7/2023   | 3:00:00 PM  | 9/7/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Training   Newsela   6-8 Academy ELA & ELD Teachers Only                               | 9/7/2023   | 3:00:00 PM  | 9/7/2023  | 3:30:00 PM  | Dana Craker                 | TRAINING   |
| Pennsylvania Cyber // Newsela Workshop                                                 | 9/11/2023  | 3:00:00 PM  | 9/11/2023 | 3:30:00 PM  | supriya.kotagal@newsela.com | TRAINING   |
| Star 360 for Pennsylvania Cyber Charter School - 1165167                               | 9/11/2023  | 3:00:00 PM  | 9/11/2023 | 4:00:00 PM  | Rebecca Moran               | TRAINING   |
| Training   Newsela   6-8 Academy Math & Science Teachers Only                          | 9/11/2023  | 3:00:00 PM  | 9/11/2023 | 3:30:00 PM  | Dana Craker                 | TRAINING   |
| Training   Renaissance STAR                                                            | 9/11/2023  | 3:00:00 PM  | 9/11/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Exact Path Gr. 3-5 & Gr. 6-8 (Blended)                               | 9/12/2023  | 3:00:00 PM  | 9/12/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Training   Exact Path Diagnostic Grades 3-8 Blended                                    | 9/12/2023  | 3:00:00 PM  | 9/12/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING   |

| Subject                                                                                    | Start Date | Start Time  | End Date   | End Time    | Meeting Organizer           | Categories |
|--------------------------------------------------------------------------------------------|------------|-------------|------------|-------------|-----------------------------|------------|
| Pennsylvania Cyber Charter School: Turnitin Training Session High School ELA & SS          | 9/13/2023  | 3:00:00 PM  | 9/13/2023  | 4:00:00 PM  | jbrand@turnitin.com         | TRAINING   |
| Training   Turnitin   9-12 ELA & Social Studies                                            | 9/13/2023  | 3:00:00 PM  | 9/13/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Edmentum Exact Path Gr. 3-5 & Gr. 6-8 (Virtual)                                   | 9/14/2023  | 3:00:00 PM  | 9/14/2023  | 4:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Personalized Read Live Setup Meeting                                                       | 9/14/2023  | 9:00:00 AM  | 9/14/2023  | 9:50:00 AM  | Read Naturally              | TRAINING   |
| Training   Exact Path Diagnostic Gr 3-8 Virtual                                            | 9/14/2023  | 3:00:00 PM  | 9/14/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Exact Path Data (IEP Goal Setting)                                                         | 9/18/2023  | 12:00:00 PM | 9/18/2023  | 1:00:00 PM  | Attar, Jodi                 | TRAINING   |
| Meeting with Newsela                                                                       | 9/19/2023  | 10:45:00 AM | 9/19/2023  | 11:15:00 AM | bradley.deitch@newsela.com  | TRAINING   |
| Pennsylvania Cyber Charter School   Turnitin Training Session   Middle School ELA Teachers | 9/20/2023  | 3:00:00 PM  | 9/20/2023  | 4:00:00 PM  | jbrand@turnitin.com         | TRAINING   |
| Title I Coaches library usage                                                              | 9/20/2023  | 10:00:00 AM | 9/20/2023  | 10:30:00 AM | Dana Craker                 | TRAINING   |
| Training 6-8 ELA Teacher Training   Turnitin                                               | 9/20/2023  | 3:00:00 PM  | 9/20/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Nearpod + PA Cyber   Success Planning Session                                              | 10/3/2023  | 2:00:00 PM  | 10/3/2023  | 2:30:00 PM  | dusty.atchison@nearpod.com  | TRAINING   |
| Planning Call   Nearpod                                                                    | 10/3/2023  | 2:00:00 PM  | 10/3/2023  | 3:00:00 PM  | Dana Craker                 | MEETING    |
| IXL BOY Call with Sallie and Chasity                                                       | 10/9/2023  | 11:00:00 AM | 10/9/2023  | 12:00:00 PM | salliet@ixl.com             | MEETING    |
| Planning Call   IXL                                                                        | 10/9/2023  | 11:00:00 AM | 10/9/2023  | 12:00:00 PM | Dana Craker                 | MEETING    |
| PENNSYLVANIA CYBER CHARTER SCHOOL Edmentum Meeting 01855376                                | 10/13/2023 | 12:00:00 PM | 10/13/2023 | 12:30:00 PM | Funderburgh, Kyle           | TRAINING   |
| Edmentum Data Review Meeting   Academy K-5                                                 | 10/16/2023 | 10:00:00 AM | 10/16/2023 | 11:00:00 AM | Dana Craker                 | MEETING    |
| PA Cyber Edmentum Study Island, Exact Path, Reading Eggs Gr. K-5 (Elementary)              | 10/16/2023 | 10:00:00 AM | 10/16/2023 | 11:00:00 AM | Attar, Jodi                 | Training   |
| 9-12 Admin Team Meeting with School Counselors & ELD                                       | 10/18/2023 | 1:00:00 PM  | 10/18/2023 | 3:00:00 PM  | Dana Craker                 | TRAINING   |
| FEV Tutor + PA Cyber: STAR Pilot                                                           | 10/18/2023 | 11:30:00 AM | 10/18/2023 | 12:00:00 PM | jennifer.b@fevtutor.com     | TRAINING   |
| FW: Cyber Charter School(PA)   Raz-Plus ELL Orientation                                    | 10/20/2023 | 11:00:00 AM | 10/20/2023 | 12:00:00 PM | LAZ PD Scheduler            | TRAINING   |
| Training   RAZ-Plus ELL Edition                                                            | 10/20/2023 | 11:00:00 AM | 10/20/2023 | 12:00:00 PM | Dana Craker                 | Training   |
| Data sharing, goals, brainstorming                                                         | 10/23/2023 | 3:00:00 PM  | 10/23/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Edmentum Data Review Meeting   Academy 6-8                                                 | 10/25/2023 | 1:00:00 PM  | 10/25/2023 | 2:00:00 PM  | Dana Craker                 | MEETING    |
| Training   RAZ-Plus Vocabulary A-Z                                                         | 10/27/2023 | 11:00:00 AM | 10/27/2023 | 12:00:00 PM | Dana Craker                 | TRAINING   |
| Vocabulary A-Z Orientation   PA Cyber Charter School                                       | 10/27/2023 | 11:00:00 AM | 10/27/2023 | 12:00:00 PM | Gloria Niebergall           | TRAINING   |
| Pennsylvania Cyber // Newsela Partnership Meeting                                          | 10/30/2023 | 11:00:00 AM | 10/30/2023 | 11:30:00 AM | supriya.kotagal@newsela.com | TRAINING   |
| Quarterly Partnership Meeting   Newsela   6-8 Academy & ELD Department                     | 10/30/2023 | 11:00:00 AM | 10/30/2023 | 11:30:00 AM | Dana Craker                 | MEETING    |



| Subject                                                                                | Start Date | Start Time  | End Date   | End Time    | Meeting Organizer           | Categories |
|----------------------------------------------------------------------------------------|------------|-------------|------------|-------------|-----------------------------|------------|
| Data Review   ELD   Reading Eggs & ELL Library                                         | 11/16/2023 | 3:00:00 PM  | 11/16/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber/Edmentum Pre-Meeting Planning/Dec. 4 Program Review and Optimization Meeting  | 11/21/2023 | 1:00:00 PM  | 11/21/2023 | 1:45:00 PM  | Attar, Jodi                 | TRAINING   |
| PA-Cyber: Progress Meeting                                                             | 11/29/2023 | 11:00:00 AM | 11/29/2023 | 12:00:00 PM | Sarah Canales               | TRAINING   |
| PA Cyber/Edmentum Admin Data Meeting (K-12 Admin invited)                              | 12/4/2023  | 1:00:00 PM  | 12/4/2023  | 2:00:00 PM  | Attar, Jodi                 | TRAINING   |
| PA Cyber and Renaissance                                                               | 12/8/2023  | 10:30:00 AM | 12/8/2023  | 11:00:00 AM | Jen McGinty                 | TRAINING   |
| PA Cyber Edmentum Program Optimization Mid-Year Review                                 | 12/15/2023 | 9:00:00 AM  | 12/15/2023 | 9:30:00 AM  | Hewitt, Danielle            | TRAINING   |
| Training   Nearpod EL Strategies for ALL learners                                      | 1/16/2024  | 3:00:00 PM  | 1/16/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Special Ed & Middle School   Edmentum                                                  | 1/17/2024  | 12:00:00 PM | 1/17/2024  | 1:00:00 PM  | Dana Craker                 | TRAINING   |
| Training   Facilitating conversations with Nearpod                                     | 1/17/2024  | 3:00:00 PM  | 1/17/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Charter School   Going further with Turnitin                                  | 1/18/2024  | 3:00:00 PM  | 1/18/2024  | 4:00:00 PM  | jbrand@turnitin.com         | TRAINING   |
| PA Cyber PD Planning Meeting                                                           | 1/18/2024  | 9:00:00 AM  | 1/18/2024  | 9:30:00 AM  | Ashley Bridges              | TRAINING   |
| Training   Going further with Turnitin                                                 | 1/18/2024  | 3:00:00 PM  | 1/18/2024  | 4:00:00 PM  | Dana Craker                 | Training   |
| Star pilot check-in                                                                    | 1/24/2024  | 3:00:00 PM  | 1/24/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Pennsylvania Cyber Charter School - Freckle                                            | 2/5/2024   | 3:00:00 PM  | 2/5/2024   | 4:00:00 PM  | Kristen Parker              | TRAINING   |
| Training   Freckle                                                                     | 2/5/2024   | 3:00:00 PM  | 2/5/2024   | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Report Request   Edmentum Exact Path Integration-Special Education Department          | 2/6/2024   | 10:00:00 AM | 2/6/2024   | 11:00:00 AM | Dana Craker                 | TRAINING   |
| Pennsylvania Cyber // Newsela Partnership Meeting                                      | 2/8/2024   | 10:00:00 AM | 2/8/2024   | 10:30:00 AM | supriya.kotagal@newsela.com | TRAINING   |
| Quarterly Partnership Meeting   Newsela   6-8 Academy & ELD                            | 2/8/2024   | 10:00:00 AM | 2/8/2024   | 10:30:00 AM | Dana Craker                 | MEETING    |
| 6-8 Skills for Success Curriculum/Data Meeting                                         | 2/21/2024  | 3:00:00 PM  | 2/21/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Training   Introduction to Gizmos                                                      | 2/21/2024  | 3:00:00 PM  | 2/21/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Training   Studying with Nearpod Social Studies                                        | 2/21/2024  | 3:00:00 PM  | 2/21/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Review status of 23-24 federal grants, Title I, Title II, Title IV, School Improvement | 2/23/2024  | 8:30:00 AM  | 2/23/2024  | 9:30:00 AM  | Dana Craker                 | MEETING    |
| PA Cyber Charter School   Going further with Turnitin                                  | 2/26/2024  | 3:00:00 PM  | 2/26/2024  | 4:00:00 PM  | jbrand@turnitin.com         | TRAINING   |
| Training   Going further with Turnitin                                                 | 2/26/2024  | 3:00:00 PM  | 2/26/2024  | 4:00:00 PM  | Dana Craker                 | Training   |
| Edmentum Data Review Meeting   Academy 6-8                                             | 2/28/2024  | 1:00:00 PM  | 2/28/2024  | 1:30:00 PM  | Dana Craker                 | MEETING    |
| ESDE-Data Review & Sandbox Access                                                      | 2/28/2024  | 2:00:00 PM  | 2/28/2024  | 2:30:00 PM  | Murphy, Tamesha             | TRAINING   |
| IXL   Mid-Year Review                                                                  | 2/28/2024  | 9:00:00 AM  | 2/28/2024  | 10:00:00 AM | Dana Craker                 | MEETING    |
| IXL Data call with Sallie and Chasity                                                  | 2/28/2024  | 9:00:00 AM  | 2/28/2024  | 10:00:00 AM | Sallie Thompson             | TRAINING   |
| Nearpod + PA Cyber   Growth QBR                                                        | 2/28/2024  | 11:00:00 AM | 2/28/2024  | 11:30:00 AM | Dusty Atchison              | TRAINING   |

| Subject                                                                                                | Start Date | Start Time  | End Date  | End Time    | Meeting Organizer           | Categories |
|--------------------------------------------------------------------------------------------------------|------------|-------------|-----------|-------------|-----------------------------|------------|
| Training   Flocabulary Test Success                                                                    | 2/28/2024  | 7:00:00 PM  | 2/28/2024 | 8:00:00 PM  | Dana Craker                 | Training   |
| Edmentum Data Review Meeting   Academy K-5                                                             | 3/4/2024   | 10:00:00 AM | 3/4/2024  | 10:30:00 AM | Dana Craker                 | MEETING    |
| Study Island, Exact Path, Reading Eggs K-5 (Elementary)                                                | 3/4/2024   | 10:00:00 AM | 3/4/2024  | 11:00:00 AM | Attar, Jodi                 | TRAINING   |
| Training   Lalilo                                                                                      | 3/4/2024   | 3:00:00 PM  | 3/4/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| TeachTown Overview with enCORE Demonstration - TeachTown/Pennsylvania Cyber Charter and Emily Ippolito | 3/6/2024   | 11:00:00 AM | 3/6/2024  | 12:00:00 PM | Emily Ippolito              | TRAINING   |
| LOL & Penn Cyber Check In Meeting                                                                      | 3/7/2024   | 10:00:00 AM | 3/7/2024  | 10:30:00 AM | Jamie Greene                | TRAINING   |
| Training   Flocabulary-Building Academic Vocabulary with Flocabulary                                   | 3/11/2024  | 3:00:00 PM  | 3/11/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber   Hip-Hop Pedagogy Made Easy: Lyrics to Go                                                    | 3/14/2024  | 3:00:00 PM  | 3/14/2024 | 4:00:00 PM  | Ashley Bridges              | TRAINING   |
| Training   Flocabulary - Hip Hop Pedagogy Made Easy: Lyrics to Go                                      | 3/14/2024  | 3:00:00 PM  | 3/14/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Training   Introduction to Gizmos                                                                      | 3/18/2024  | 3:00:00 PM  | 3/18/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA-Cyber: Quarterly Meeting                                                                            | 3/19/2024  | 2:00:00 PM  | 3/19/2024 | 3:00:00 PM  | Sarah Canales               | TRAINING   |
| PA Cyber Charter School   Fluency and Practice with Nearpod Math                                       | 3/21/2024  | 3:00:00 PM  | 3/21/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Training   Fluency and Practice with Nearpod Math                                                      | 3/21/2024  | 3:00:00 PM  | 3/21/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Training   Introduction to Gizmos                                                                      | 3/21/2024  | 3:00:00 PM  | 3/21/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| Clever + PCCS + Edmentum                                                                               | 3/25/2024  | 12:00:00 PM | 3/25/2024 | 12:30:00 PM | Katie Gardner               | TRAINING   |
| PA Cyber Charter School   Combining the powers of Nearpod and Flocabulary                              | 3/26/2024  | 3:00:00 PM  | 3/26/2024 | 4:00:00 PM  | Ashley Bridges              | TRAINING   |
| The Pennsylvania Cyber Charter School & Quizizz Intro                                                  | 3/26/2024  | 1:45:00 PM  | 3/26/2024 | 2:15:00 PM  | Alyssa Malenic              | TRAINING   |
| Training   Combining the Powers of Flocabulary and Nearpod as one                                      | 3/26/2024  | 3:00:00 PM  | 3/26/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Charter School   Creating and Launching Choice Boards                                         | 3/27/2024  | 3:00:00 PM  | 3/27/2024 | 4:00:00 PM  | Ashley Bridges              | TRAINING   |
| Training   Creating and Launching Choice Boards with Nearpod                                           | 3/27/2024  | 3:00:00 PM  | 3/27/2024 | 4:00:00 PM  | Dana Craker                 | TRAINING   |
| PA Cyber Charter Schools + Quizizz                                                                     | 4/4/2024   | 11:15:00 AM | 4/4/2024  | 11:45:00 AM | Alyssa Malenic              | TRAINING   |
| Training   IXL-ELA/Math HS                                                                             | 4/10/2024  | 3:00:00 PM  | 4/10/2024 | 3:30:00 PM  | Dana Craker                 | Training   |
| Renaissance Quick Meet                                                                                 | 4/12/2024  | 2:00:00 PM  | 4/12/2024 | 2:30:00 PM  | Dana Craker                 | TRAINING   |
| Pennsylvania Cyber // Newsela Partnership Meeting                                                      | 4/29/2024  | 11:00:00 AM | 4/29/2024 | 11:30:00 AM | supriya.kotagal@newsela.com | TRAINING   |
| Quarterly Partnership Meeting   Newsela   6-8 Academy & ELD Departments                                | 4/29/2024  | 11:00:00 AM | 4/29/2024 | 11:30:00 AM | Dana Craker                 | MEETING    |
| Renaissance Updates                                                                                    | 5/22/2024  | 10:00:00 AM | 5/22/2024 | 10:30:00 AM | Kristi Hronas               | TRAINING   |
| LOL & Penn Cyber Check In Meeting                                                                      | 5/28/2024  | 11:30:00 AM | 5/28/2024 | 12:00:00 PM | Jamie Greene                | TRAINING   |

| <b>Subject</b>                                     | <b>Start Date</b> | <b>Start Time</b> | <b>End Date</b> | <b>End Time</b> | <b>Meeting Organizer</b> | <b>Categories</b> |
|----------------------------------------------------|-------------------|-------------------|-----------------|-----------------|--------------------------|-------------------|
| Quick Renaissance Check-In                         | 5/31/2024         | 2:00:00 PM        | 5/31/2024       | 2:30:00 PM      | Dana Craker              | TRAINING          |
| ClassDojo: Overview of new admin & school features | 6/10/2024         | 2:00:00 PM        | 6/10/2024       | 2:30:00 PM      | Dana Craker              | Training          |
| ClassDojo: Overview of new admin & school features | 6/10/2024         | 2:00:00 PM        | 6/10/2024       | 2:30:00 PM      | Dana Craker              | Training          |
| Title IV tech performance goal                     | 6/13/2024         | 9:00:00 AM        | 6/13/2024       | 9:30:00 AM      | Dana Craker              | MEETING           |
| District Reporting Review                          | 6/17/2024         | 11:30:00 AM       | 6/17/2024       | 12:00:00 PM     | Allison Ireland          | TRAINING          |



## Professional Development Calendar (2020-2024)

| Date       | Session Title                                                                                       | NOTES                                                                                                        |
|------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 8/19/2020  | Jigsaw Training                                                                                     | <i>Jigsaw training during August Academic In-Service to all PA Cyber Academic staff</i>                      |
| 8/17/2021  | An Introduction to Diversity, Equity & Inclusion                                                    | <i>Presented by TruEdge Consulting at Back to School In-Service to all PA Cyber Staff</i>                    |
| 8/18/2021  | SEL Training – Ashley Lackovich- Van Gorp, PhD. Girl & Education Specialist, Enhancing Girlhood,LLC | <i>Online training to staff during August Academic In-Service</i>                                            |
| 8/18/2021  | NearPod Training                                                                                    | <i>Training presented to all academic staff during August Academic In-Service</i>                            |
| 8/23/2021  | Induction Program Training                                                                          | <i>Presented by CAO, Dr. Francie Spigelmyer</i>                                                              |
| 2/21/2022  | 21 <sup>st</sup> Century Youth – Mental Health Tools for Teachers                                   | <i>Presented by Dr. Terri Erbacher, PhD during In-Service to all PA Cyber staff</i>                          |
| 8/17/2022  | Thoughtful Classroom Training                                                                       | <i>Training presented to all academic staff during August Academic In-Service</i>                            |
| 8/22/2022  | Induction Program Training                                                                          | <i>Presented by CAO, Dr. Francie Spigelmyer</i>                                                              |
| 10/10/2022 | EdInsight MTSS Training                                                                             | <i>Presented during In-Service by Heather Stern, Partner Success Manager EdInsight to all PA Cyber staff</i> |

|            |                                                                                                    |                                                                                                                                                                                                                      |
|------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10/10/2022 | Thoughtful Classroom: Increasing Student Engagement and Enjoyment/ Building Positive Relationships | <i>Presented by Susan Kreisman, Senior Associate, Silver Strong &amp; Associates, LLC. Thoughtful Education Press during In-Service to all PA Cyber staff</i>                                                        |
| 1/13/2023  | Act 55: Safety & Security Training                                                                 | <i>Presented in person at the Willows during In-Service to Midland PA Cyber Staff by Logan Glass, Lincoln Learning Solutions</i>                                                                                     |
| 1/13/2023  | Act 55: Trauma Informed Care Training                                                              | <i>Presented online during In-Service to all PA Cyber staff by David Delvaux, MS, LBS, Clinical Liaison, Clarion Psychiatric Center</i>                                                                              |
| 8/15/2023  | Safety & Security Training                                                                         | <i>Training presented by Logan Glass, Lincoln Learning Solutions – to all staff during Back to School In-Service</i>                                                                                                 |
| 8/15/2023  | Being a Trauma Informed School                                                                     | <i>Training presented to all staff by Dr. Peter Carbone, Program Specialist for Learning Environments, BVIU, &amp; Dr. Chris McCabe, Training and Consultation (TAC) Team, BVIU during Back to School In-Service</i> |
| 8/15/2023  | Discriminatory Harassment Training: Maintaining a Positive Environment for All                     | <i>Presented by Micah T Saul &amp; Kimberly M Colonna, Atty McNees, Wallace and Nurick, LLC. At Back to School In-Service to all PA Cyber staff</i>                                                                  |
| 8/16/2023  | EdInsight MTSS Training                                                                            | <i>Training presented to all academic staff during Academic In-Service</i>                                                                                                                                           |
| 8/16/2023  | Mindsets Move Mountains-Growth and Fixed Mindsets-GRIT and the POWER of YET                        | <i>Presented by CAO, Dr. Francie Spigelmyer during Academic In-Service</i>                                                                                                                                           |
| 8/21/2023  | Induction Program Training<br><i>The Mentee/Mentor Mindset</i>                                     | <i>Presented by CAO, Dr. Francie Spigelmyer</i>                                                                                                                                                                      |
| 10/9/2023  | Growth Mindset-Student and Staff Survey<br><i>“What will we find?”</i>                             | <i>Presented by Dr. Francie Spigelmyer, CAO during October In-Service</i>                                                                                                                                            |
| 1/15/2024  | Safe(r) Spaces: Building Culture with Intent                                                       | <i>Presented by Jule Arney, Hugh Lane Wellness Foundation during In-Service to all PA Cyber staff</i>                                                                                                                |

|           |                                                                                                                     |                                                                                                                                                                                                                   |
|-----------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8/13/2024 | Culturize Your School                                                                                               | Presented by Jimmy Casas, CEO of J Casas, and Associates. Best Selling Author, Speaker, Leadership Coach, Award winning principal at Back to School In-Service to all PA Cyber Staff                              |
| 8/13/2024 | Act 55 Safety and Security Training                                                                                 | Presented by Logan Glass, Lincoln Learning Solutions during Back to School In-Service to all PA Cyber Staff                                                                                                       |
| 8/13/2024 | Becoming a Trauma-Informed School                                                                                   | Training presented by Dr. Peter Carbone, Program Specialist for Learning Environments, BVIU, & Dr. Chris McCabe, Training and Consultation (TAC) Team, BVIU to all PACyber staff during Back to School In-Service |
| 8/14/2024 | Aquia Training and CLASS Training                                                                                   | Training presented to all academic staff during Academic In-Service                                                                                                                                               |
| 8/19/2024 | Induction Program Training Mentor/Mentee<br><i>INTO THE LEARNING PIT-A METAPHORICAL MODEL</i><br>(James Nottingham) | Presented by CAO, Dr. Francie Spigelmyer                                                                                                                                                                          |



THE  
AGREEMENT BETWEEN  
PA CYBER SCHOOL SPECIAL  
EDUCATION ASSOCIATION  
**AND**  
PENNSYLVANIA CYBER CHARTER  
SCHOOL

JULY 1, 2022 - JUNE 30, 2027

## Table of Contents

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| PREAMBLE .....                                                                       | I  |
| I. CONTRACT SECURITY .....                                                           | I  |
| A. Term of Agreement .....                                                           | I  |
| B. Recognition.....                                                                  | I  |
| C. Exclusive Rights.....                                                             | 2  |
| D. Statutory Savings.....                                                            | 2  |
| E. Severability.....                                                                 | 2  |
| F. Modification of Agreement.....                                                    | 2  |
| G. Employer Provided Information .....                                               | 2  |
| H. Grievance Procedure.....                                                          | 3  |
| I. Labor-Management Committee.....                                                   | 8  |
| J. Negotiation of a Successor Agreement.....                                         | 9  |
| K. No Strike/No Lockout.....                                                         | 9  |
| L. Retroactivity .....                                                               | 9  |
| II. ASSOCIATION RIGHTS .....                                                         | 9  |
| A. Association Visitation .....                                                      | 9  |
| B. Association Representatives Release Time.....                                     | 0  |
| C. No Reprisals .....                                                                | 10 |
| D. Use of School Buildings.....                                                      | 10 |
| E. Bulletin Boards .....                                                             | 10 |
| F. Mailboxes/Mail Systems .....                                                      | 10 |
| G. Equipment and Materials .....                                                     | 0  |
| H. Agency Fee.....                                                                   | 11 |
| I. Association Dues.....                                                             | 12 |
| J. Association Meetings .....                                                        | 13 |
| III. REDUCTION IN FORCE.....                                                         | 13 |
| A. Standards for Reduction in Force.....                                             | 13 |
| B. Recall.....                                                                       | 14 |
| IV. VACANCIES.....                                                                   | 15 |
| A. Posting Vacancies .....                                                           | 15 |
| B. Awarding Positions to External Applicants and/or Non-Bargaining Unit Members..... | 16 |
| V. EMPLOYEE ASSIGNMENTS .....                                                        | 17 |
| A. Work Year.....                                                                    | 17 |



|       |                                             |    |
|-------|---------------------------------------------|----|
| B.    | Workday.....                                | 17 |
| C.    | Notification of Assignment.....             | 18 |
| D.    | Workload.....                               | 18 |
| E.    | Work Location.....                          | 19 |
| F.    | Class Size and Roster.....                  | 21 |
| G.    | Extended School Year (ESY).....             | 25 |
| VI.   | EMPLOYEE EVALUATION.....                    | 26 |
| A.    | Observations, Evaluations, and Ratings..... | 26 |
| B.    | Personnel File.....                         | 26 |
| VII.  | EMPLOYEE DISCIPLINE.....                    | 27 |
| A.    | Just Cause.....                             | 27 |
| B.    | Complaints.....                             | 27 |
| C.    | Required Conferences or Hearings.....       | 28 |
| VIII. | EMPLOYEE WELFARE.....                       | 28 |
| A.    | Seniority.....                              | 28 |
| IX.   | WAGES.....                                  | 29 |
| A.    | Schedule.....                               | 29 |
| B.    | Placement on Salary Schedule.....           | 29 |
| C.    | Columnar Placement.....                     | 31 |
| D.    | Salaries Payable.....                       | I  |
| E.    | Pay Periods.....                            | 32 |
| F.    | Retroactivity.....                          | 32 |
| G.    | Tuition Reimbursement.....                  | 32 |
| X.    | EMPLOYEE TRAVEL.....                        | 34 |
| A.    | General Travel Guidelines.....              | 34 |
| B.    | Assessment Guidelines.....                  | 34 |
| C.    | Travel for Non-Individual Testing.....      | 34 |
| D.    | Travel for Individual Testing.....          | 34 |
| E.    | Mileage and Travel Reimbursement.....       | 35 |
| XI.   | HEALTH BENEFITS.....                        | 35 |
| A.    | Hospitalization.....                        | 35 |
| B.    | Term Life Insurance.....                    | 37 |
| C.    | Long-Term Disability Insurance.....         | 37 |
| D.    | Short-Term Disability Insurance.....        | 37 |
| E.    | Dental Insurance.....                       | 37 |
| F.    | Vision Insurance.....                       | 37 |

|           |                                               |    |
|-----------|-----------------------------------------------|----|
| G.        | Waiver of Health Coverage.....                | 38 |
| H.        | Wellness Benefit.....                         | 38 |
| I.        | Wellness Hours.....                           | 39 |
| J.        | Retirement Program.....                       | 40 |
| K.        | Voluntary Retirement Savings Plan-403(b)..... | 40 |
| XII.      | LEAVES.....                                   | 40 |
| A.        | Reserved Rights.....                          | 40 |
| <b>B.</b> | Leave Accounting.....                         | 40 |
| C.        | Bereavement Leave .....                       | 40 |
| D.        | Jury Duty Leave .....                         | 41 |
| E.        | Military Leave .....                          | 41 |
| F.        | Paid Time Off(PTO) and Sick Leave.....        | 41 |
| G.        | Leave Donation.....                           | 44 |
| H.        | Professional Leave.....                       | 46 |
| I.        | Family and Medical Leave Act (FMLA) .....     | 46 |
| J.        | Employer Paid FMLA Leave .....                | 47 |
| K.        | Sabbatical Leave.....                         | 48 |
| XIII.     | MANAGEMENT RIGHTS.....                        | 49 |
| XIV.      | EXECUTION.....                                | 50 |
|           | APPENDIX A.....                               | 52 |
|           | APPENDIX B.....                               | 55 |
|           | APPENDIX C.....                               | 63 |
|           | APPENDIX D.....                               | 67 |
|           | APPENDIX E .....                              | 70 |

## **PREAMBLE**

This Agreement is made and entered into this \_\_\_ day of October 2023, by and between the Board of Trustees Pennsylvania Cyber Charter School (hereinafter referred to as "PA Cyber" or "Employer") and the PA Cyber School Special Education Association (hereinafter referred to as "the Association" or "Union"). PA Cyber and the Association readily acknowledge that the success of the PA Cyber School depends upon the ability of the parties to work together. PA Cyber and the Association acknowledge and embrace their shared goal to deliver the best possible education to the students of PA Cyber Charter School. The parties affirm their commitment to work together to achieve this goal.

### **I. CONTRACT SECURITY**

#### **A. Term of Agreement**

This Agreement shall be in effect from July 1, 2022, and shall remain in full force and effect through 11:59 PM June 30, 2027, unless otherwise explicitly agreed and subject to the parties' right to negotiate a Successor Agreement as provided herein. Either party may initiate negotiations over the terms of a successor agreement by written notification thereof. If no such notification is submitted prior to the expiration date set forth above, then all terms and conditions contained herein shall be renewed and maintained in full force and effect until such time as the parties negotiate a successor agreement.

#### **B. Recognition**

The Pennsylvania Cyber Charter School recognizes the PA Cyber School Special Education Association/PSEA/NEA as the sole and exclusive representative for all full-time and regular part-time Employees in the bargaining unit certified by the National Labor Relations Board, Case 06-RC159861, and dated November 30, 2015, for the purpose of collective bargaining on all matters with respect to wages, hours, and other terms and conditions of employment and the impact thereon; as well as the administration of the Agreement through the grievance procedure.

No other agreement, understanding, consideration, or interpretation which alters, varies, waives, or modifies any of the terms or conditions contained herein shall be made with any other Employee or group of Employees by

the Employer or any of its agents or representatives, unless it has been made with, ratified, and agreed to in writing by the Association.

Any such agreement shall not constitute a waiver of the Association's right to future enforcement of any of the terms contained herein.

**C. Exclusive Rights**

The rights and privileges of the Association and its representatives set forth in this Agreement shall be granted only to the Association and to no other organization which purports to represent Employees in the bargaining unit.

**D. Statutory Savings**

This Collective Bargaining Agreement incorporates by reference such rights as may be applicable under the Public-School Code of 1949, as amended including the Charter School Law and Cyber Charter School Law, as may be applicable to the Employer. This Agreement also incorporates by reference all other state and federal laws and regulations that may be applicable to the parties hereto.

**E. Severability**

Should any provision of this Agreement be declared by a court of competent and final jurisdiction to be unlawful, invalid, or unenforceable, the remainder of the Agreement shall continue in full force and effect. The Parties agree that it is not their intention that any provision or interpretation of this Agreement be in violation of the Charter issued to the School by or through the Commonwealth of Pennsylvania, Department of Education.

**F. Modification of Agreement**

This Agreement shall not be modified in whole or in part by the Parties except by an instrument in writing duly executed by the Parties. All agreements shall be reduced to language, signed by both Parties, and made a part of this Agreement.

**G. Employer Provided Information**

The Employer agrees to furnish the Association with information related to the financial and educational operation of the school. Such information shall be furnished within a reasonable time from the receipt of request. In doing so, the Employer shall not be required to create a document which does not currently exist, or to compile, maintain, format, or organize such information

in a way the Employer does not currently compile, maintain, format, or organize that information. Upon request, the Employer shall provide the Association with copies of bargaining unit personnel actions including, but not limited to, all vacancies, new positions, postings, promotions, transfers, layoffs, and disciplinary actions, and with accurate copies of all job descriptions whenever they are revised.

To ensure the success of the organization through communication of board-driven objectives, the Employer shall also provide, upon request, the Association President with copies of board meeting agendas and minutes, and policy changes, and any other relevant information so Employees are informed and aware of board actions, directives, and initiatives.

## **H. Grievance Procedure**

### **1. Definitions**

- a. Grievance - means an allegation or claim by an Employee or a group of Employees that there has been a violation of a term or terms of this Agreement.
- b. Grievant - means an Employee or group of Employees who signs the grievance form required to initiate the grievance procedure.
- c. Days - means weekdays, not including holidays or other school closed days.

### **2. Purpose**

The purpose of this grievance procedure shall be to secure, at the lowest possible administrative level, equitable solutions to grievances which may arise from time to time with respect to this Agreement. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

### **3. General Procedures/Time Limits**

- a. It is important that grievances be processed as rapidly as possible. The number of days indicated at each level should be considered a maximum, and every *effort* should be made

to expedite this process. The time limit specified may be extended by mutual, written agreement.

- b. The failure of an employee to proceed to the next level of the grievance procedure within the time limits set forth shall be deemed to be an acceptance of the decision previously rendered. The failure of an administrator at any level to communicate his decision in writing within the time limits set forth herein shall be deemed to be a denial of the grievance.
- c. Nothing herein contained will be construed as limiting the right of any Employee having a grievance to discuss the matter informally with appropriate members of the administration.
- d. At all levels of a grievance, a representative of the Association and/or their designees may attend any meeting, appeal or other proceeding required to process the grievance.
- e. All grievances shall be initiated on a form mutually agreed upon by the Association and PA Cyber. A grievance shall be made in writing, signed by the Grievant on the approved grievance form. The Grievant shall serve three copies of a written grievance as specified in each step of the grievance procedure set forth herein. PA Cyber shall acknowledge receipt of the same by signature and date of receipt on all copies which shall be distributed by PA Cyber as follows: (1) two copies shall be returned immediately to the Grievant who shall immediately deliver a copy to the Association; and (2) a copy shall be retained by PA Cyber.
- f. Grievances may be submitted in an electronic format as a single copy attached to an email and/or through other electronic means. When submitted electronically, there shall be no need to provide multiple copies. Grievances need not be sent via U.S. Mail or internal PA Cyber Charter School mail systems by the Association or PA Cyber Charter School when submitted electronically. PA Cyber Charter School may respond to grievances electronically.

4. Initiation and Processing of Grievances

a. Level I - Director of Special Education

A grievance shall be filed by any Employee or group of Employees and first be discussed with the Director of Special Education, Principal, or Designee, within fifteen (15) workdays after the occurrence of the alleged violation of this Agreement. If the grievance is not resolved to the satisfaction of the Grievant or if a decision is not rendered within ten (10) days of submission, the Grievant may appeal in writing to the next level.

b. Level II - CAO

i.) The grievance shall be submitted by the Grievant to the Chief Academic Officer or a designee thereof, within five (5) days from the date of the Grievant's receipt of the decision in Level I, or, if no such decision is rendered, within fifteen (15) days from the date the grievance was filed in Level I.

ii.) A meeting shall be held by the CAO if requested by the Grievant. The CAO shall provide a written copy of any decision to the Grievant. If the grievance is not resolved at Level II, or no decision has been rendered within ten (10) days of submission, Grievant may submit the grievance to Level III.

c. Level III - CEO

i.) The grievance shall be submitted by the Grievant to the Chief Executive Officer (CEO), or a designee thereof, within five (5) days from the Grievant's receipt of the decision in Level II, or, if no such decision is rendered, within fifteen (15) days from the date the grievance was submitted in Level II.

ii.) A meeting shall be held by the CEO if requested by the Grievant. The CEO shall provide a written copy of the decision to the Grievant. If the grievance is not resolved at Level III, or if no decision has been

rendered within ten (10) days of submission, Grievant may submit the grievance to Level IV.

d. Level IV - Arbitration

- i.) The Association may, within thirty (30) days from the Grievant' s receipt of the Level III decision, or, if no such decision is rendered, within forty (40) days from the date the grievance was submitted in Level III, file a written request seeking arbitration of the grievance.
- ii.) The Employer and the Association will attempt to agree upon a mutually acceptable arbitrator. If the parties are unable to agree, an arbitrator shall be selected in accordance with the procedures of the Pennsylvania Bureau of Mediation ("PBM") or in the event that this agency cannot provide services, the Federal Mediation and Conciliation Service ("FMCS") shall be used.
- iii.) The parties shall use their best effort to have the selected arbitrator hear the case within thirty (30) days from the date of their selection. The arbitrator shall render a decision within a reasonable amount of time thirty (30) calendar days after the receipt of the brief unless a longer time period is agreed to in writing by the parties. The arbitrator shall resolve all questions relating to the arbitrability and merits of the grievance including, but not limited to, the appropriate remedy. The hearing shall provide due process to the parties as required by the arbitrator's forum's rules and regulations. Both PA Cyber and the Association shall have the opportunity to provide witnesses and evidence upon request. The arbitrator shall have no power or authority to make a decision, which requires an act prohibited by law, or adds to or deletes from, or changes, alters, or modifies the terms of this Agreement. The decision of the arbitrator shall be submitted to the Employer and the Association, and it shall be final and binding on the parties.



- iv.) The cost and services of the Arbitrator, including agency fees levied in the selection process, and the court reporter shall be borne equally by the Employer and Association.

5. Mediation

At any time, the parties, by mutual agreement, may invoke the services of the PBM or the FMCS to attempt to adjust a grievance to the mutual satisfaction of the Employer and the Association. By its own terms, this mediation is nonbinding unless the Association and the Employer mutually agree in writing that it be binding. A request for mediation shall not act as a waiver of either party's rights and during the pendency of mediation all timelines set forth herein shall be held in abeyance.

6. Grievant and Association Rights

- a. At all stages of the grievance procedure, the Grievant shall be entitled to be represented by a representative of the Association without loss of time for either party. When a Grievant is not represented by the Association: the Association shall have the right to be present at all stages of the grievance procedure.
- b. The Grievant may at any step present whatever evidence and/or witnesses as deemed necessary.
- c. There shall be no reprisals against any Employee for utilizing the grievance procedure or for assisting a Grievant pursuant to these policies unless it is shown that the Grievant or other Employee acted in bad faith.
- d. There shall be no settlement without Association approval.

7. Written Decision

Decisions rendered shall be in writing and shall be transmitted in accordance with the grievance procedure to the School, Grievant, and to the Association.

8. Miscellaneous
  - a. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel file of the Grievant.
  - b. In the event that a grievance concerns a matter of policy that does not fall within the scope of management rights and therefore subject to grievance, the Union will file the grievance at a Level II entry.
  - c. In the event that a grievance concerns any matter that is beyond the decision-making authority of the Director of Special Education, in the judgment of the Association, the grievance may be submitted beginning at Level II-CAO or Level III-CEO.

**I. Labor-Management Committee**

1. A reasonable number of representatives, not to exceed four (4), designated by both the Association and PA Cyber shall meet not fewer than two (2) times per year or upon the reasonable request of either party for the purpose of reviewing the administration of this Agreement and to resolve any other labor-management issues that may arise.
2. All meetings between the parties shall be scheduled by a mutual agreement. Meetings shall be held at a time outside the normal workday without additional compensation to Employee. If, by mutual agreement, the meetings are scheduled during the workday, Employee attendees shall suffer no loss of time or pay.
3. It is not the intent of the parties that matters appropriate for resolution under the provisions of the Grievance Procedure be discussed at the committee established in this Article.
4. These meetings are not intended to bypass the Collective Bargaining Agreement nor diminish either party's rights. It is understood by the parties that any actions, recommendations, or discussions of the Committee shall in no way usurp, affect, or be controlling upon PA Cybers management rights.

**J. Negotiation of a Successor Agreement**

Either party may give written notice of its intent to begin negotiations for a new agreement at such time and such manner consistent with applicable laws. Any agreement so negotiated by the Parties shall be set forth in writing prior to ratification and execution by the Parties.

**K. No Strike/No Lockout**

Both parties agree to abide by all applicable laws and regulations with respect to strikes or lockouts during the term of this Agreement. The Association pledges that members of the Bargaining Unit will not engage in any strike, work stoppage, slowdown, and/or refusal to perform normal duties, or other concerted activity which would interfere with or adversely affect the operations or the mission of PA Cyber. The Association shall not promote, organize, support, or authorize any strike or other concerted act prohibited by law. The Employer pledges that it will not conduct or cause to be conducted, a lockout during the term of this Agreement.

**L. Retroactivity**

The parties agree that the only terms of this Agreement that are retroactively applicable to the 2022-2023 school year are wages (Article IX) and the extra course supplemental pay (Article V). All other provisions of this Agreement shall not be applicable to the 2022-2023 school year. Instead, for the 2022-2023 school year the previous expired collective bargaining agreement shall be applicable in accordance with law. OThe parties have mutually agreed upon the list of Employees who are eligible for retroactivity.

**II. ASSOCIATION RIGHTS**

**A. Association Visitation**

Duly authorized representatives of the Association may be permitted, with prior notification provided to the Employer, to transact appropriate official Association business on the Employers property during the workday so long as there is no interference with the School's operation. Association representatives who are not Employees shall be required to follow regular security procedures established by PA Cyber.

**B. Association Representatives Release Time**

Employees acting as Association representatives, as designated by the Association President, shall be granted the maximum of eighteen (18) Association member days' leave per school year. No one Employee may utilize more than seven (7) of the leave days. Employees requesting release time shall give three (3) workdays' notice. The Association agrees to reimburse PA Cyber for the cost of any substitute teacher as a result of an Association member taking leave under this article.

**C. No Reprisals**

Employees in the bargaining unit are entitled to participate in strike actions and related activity and other activities conducted, sponsored, or authorized by the Association, as authorized by federal and state law. No unlawful reprisals of any kind shall be taken by the Employer or its agents against any Employee due to participation in any Association-related activity.

**D. Use of School Buildings**

With the Employer's prior written authority, the Association may be entitled to use school buildings at reasonable hours for Association meetings. Use shall be limited to Monday through Friday before 5:45 p.m. Such use shall be limited to and not exceed twenty (20) occasions per year. The Association will be responsible for any extraordinary costs attributed to their usage.

**E. Bulletin Boards**

The Association shall have the use of a bulletin board in the employee lounge or be otherwise assigned adequate space on a bulletin board in buildings where Association members work for Association notices.

**F. Mailboxes/Mail Systems**

The Association shall have the right to use the school mail boxes for distribution of official Association materials as it deems necessary and with the approval of PA Cyber's administration.a

**G. Equipment and Materials**

The Association shall have the right to use school equipment and materials.

## H. Agency Fee

1. Each nonmember in the bargaining unit represented by the Association shall be required to pay to the Association an agency fee in lieu of membership dues. The amount of the agency fee will be determined by the Association and communicated to the Employer. The Employer is not responsible for the agency fee amount set by the Association. The Employer is only responsible for collecting and transmitting the fees as notified by the Association. The Association will provide an annual notice to each feepayer explaining the methods by which the agency fee has been calculated and how a feepayer may raise a challenge to the calculation of the fee or a bona fide religious objection. If the Association accepts the feepayer's religious objection as bona fide, it will accommodate the feepayer and his/his religious beliefs by remitting the feepayer's fees to any of the following charities, selected at the option of the feepayer:
  - a. United Way
  - b. Make-A-Wish Foundation
  - c. St. Jude's Children's Hospital
2. The Association agrees to extend to all nonmembers the opportunity to join the Association.
3. The Association agrees to an indemnification clause as follows:
  - a. If any legal action is brought against PA Cyber as a result of any actions it is requested to perform by the Association pursuant to this Agreement, the Association agrees to provide for the defense of PA Cyber at the Association's expense and through counsel selected by the Association with notice given to the Association. PA Cyber agrees to give the Association immediate notice of any such legal action brought against it and agrees to cooperate with the Association in the defense of the case. If PA Cyber is determined to have not cooperated with the Association, any

obligation of the Association to provide a defense under this Article shall cease.

- b. The Association agrees in any action so defended, to indemnify and hold PA Cyber harmless for any monetary damages PA Cyber might incur as a consequence of its compliance with this Article; except that it is expressly understood that this save harmless provision will not apply to any legal action which may arise as a result of any willful misconduct by PA Cyber in violation of this Article.

**I. Association Dues**

1. The Employer agrees to deduct annual Unified Association fees from the salaries of members of the Association as they authorize.
2. Deductions will be made in as nearly equal pay period installments as possible during the school year. The Employer shall transmit monies collected by the Association on a monthly basis. Transmittal shall be in the form of direct deposit to the Association's checking account. The Association shall collect and maintain a file of fee deduction authorization cards. Such cards shall contain the following:

"I hereby authorize deductions from my pay for annual Unified Association dues.

I understand the amount deducted shall be as determined by the Association and as contractually provided Further, I understand dues is an annual amount fully payable regardless of whether my membership or employment ends prior to the end of the membership or contract year. This authorization will remain in effect unless cancelled in writing fifteen days prior to the expiration of the Collective Bargaining Agreement in effect on this date. "

The authorization card shall be dated and signed by the employee.

For Employees hired after October 15th, the Association shall provide a fee deduction authorization card and a written representation of the amount of yearly Association Dues said Employee is responsible for during his/her first year. The first

deduction of Association Dues shall take place at the first available pay date following the Employer's receipt of the card.

**J. Association Meetings**

1. At a time designated by the CAO or their designee, the Association shall be provided the opportunity to meet with new Special Education Teachers who have chosen to be represented by the PA Cyber Special Education Association/PSEA/NEA during the annually scheduled Induction Day. The Association must provide the CAO or their designee with a written request to hold this meeting at least thirty (30) days prior to Induction Day.
2. At a time designated by the Director of Special Education or their designee, the Association shall be provided the opportunity to meet with bargaining unit members during any scheduled Special Education in-service. The Association must provide the Director of Special Education or their designee with a written request at least thirty (30) days prior to the in-service.

**III. REDUCTION IN FORCE**

**A. Standards for Reduction in Force**

1. Reductions in force shall be effected on account of the following:
  - a. decline in special education enrollment;
  - b. reduction in state or local school district funding, or federal or other funding exclusive to special education programs or positions; or
  - c. alteration or curtailment of programs.
2. For purposes of this section, "Reduction in Force" means a reduction in the number of regular full-time or part-time positions in the bargaining unit.
3. Upon request, PA Cyber shall furnish the Association with information, including copies of pertinent documents, used in making determinations relevant to reduction in force.
4. A reduction in force shall not be effected unless and until any subcontracted instructional services in place that are materially

similar to the full scope of the day-to-day duties and responsibilities of bargaining unit members have been terminated. For the purposes of this provision, curriculum provider services (not currently provided by bargaining unit Employees), related services, partial and fulltime outside placement services, supplemental tutoring services, and individual in-home tutoring services are not subcontracted instructional services.

5. Seniority shall prevail in a reduction in force of Employees.

**B. Recall**

1. Employees affected by a reduction in force shall be recalled to vacant positions for which the employee is certified or qualified.
2. Refusal to accept recall to a similar position shall constitute a waiver of recall rights and result in a break in service and loss of seniority. A "similar position" shall mean a regular bargaining unit position where the position's full-time/part-time status matches the status of the employee's most recent position.
3. No vacancies or temporary vacancies shall be posted or awarded for vacant positions while there are suspended employees who are certified, qualified, and available to fill such vacancies or who could be recalled as a result of realignment of the entire staff.
4. For purposes of this section, "vacancy" means a position which has become available as a result of the retirement, resignation, death, or dismissal of a current employee or as a result of creation of a new or additional position. "Temporary vacancy" means a position which has become available as a result of the absence of a current employee on approved leave for a period exceeding thirty (30) days.
5. Recalled employees to a permanent vacancy shall be paid on their proper salary schedule steps with full contractual rights.
6. Recalled employees to a temporary vacancy shall be paid a daily rate according to their proper salary schedule steps with full contractual rights.



#### **IV. VACANCIES**

##### **A. Posting Vacancies**

1. For purposes of this section, "Vacancy" or "Vacancies" means a full-time or part-time bargaining unit position, which has become available as a result of the retirement, resignation, death, or dismissal of a current Employee or as a result of the creation of a new position which is defined as an increase in bargaining unit positions or a vacancy that remains following the bidding process. "Temporary Vacancy" means a position has become available as a result of the long-term absence of a current Employee on approved leave, for a period exceeding thirty (30) days.
2. Whenever a Vacancy occurs at any time, a bid meeting shall be held. No bid shall be held for Temporary Vacancies or for assignments that are created as a result of special education teacher schedule adjustment based on organizational need. Employees in the bargaining unit who are interested in the assignment shall be given the opportunity to take part in the bid process. The Director of Special Education along with the Director of Human Resources will hold bid meeting as soon as practicable for the bidding process to occur. The bidding process will occur during noninstructional time on the designated date selected. All Employees in the bargaining unit will be made aware of the determined date in which the bidding process will occur at least ten (10) workdays in advance. Any Employee interested in taking part in the bid process must be present throughout the duration of the designated session. Any Employee interested in an unfilled assignment shall state their interest to both the Director of Special Education and the Director of Human Resources through a method determined by the school. Assignments available during the bid process shall be awarded to the most senior Employee pending review of certification and qualifications. Should the original unfilled assignment become filled and cause another assignment to open up, the process will continue until all interest from qualified Employees has ceased.

The School has the managerial prerogative to move the Employee as soon as is practicable during the school year or to retain the

Employees in their existing assignment until the end of the school year. The Employer shall initiate the external recruitment process through posting resultant Vacancy(ies) following the bid meeting and filling the position with a qualified candidate as soon as is practicable.

3. After the bidding process is complete, the school reserves the right to fill assignments through involuntary transfers based on certification need. The bidding process shall not result in the need for additional positions. Bidding may result in an instructional change, academy change, and/or roster change based on organizational need. Special education teachers can bid a maximum of two (2) times per school year. Once a special education teacher begins the awarded assignment, they must remain in that assignment until the conclusion of the current school year.
4. Special Education teachers may only bid in to assignments through the bidding process. Once Vacancies have been posted externally, Special Education teachers shall not have the option to apply. 0
5. Following the bid, Vacancies shall be posted to SharePoint or its successor system and shall occur within a reasonable amount of time after the Employer becomes aware of the existence of the Vacancy or Temporary Vacancy. Postings shall remain active for a period of ten (10) workdays.
6. Vacancies or Temporary Vacancies available after the bid process shall not be filled from outside the bargaining unit until all suspended Employees with a right of recall have received notice and had a ten (10) workday opportunity to respond to recall.
7. Postings shall contain the minimum qualifications, skill requirements, and job descriptions for the posted positions.

**B. Awarding Positions to External Applicants and/or Non-Bargaining Unit Members**

1. Vacancies shall be filled by awarding the position to the most qualified applying candidates.
2. Unsuccessful applicants shall receive notice of the decision within a reasonable time.

## **V. EMPLOYEE ASSIGNMENTS**

### **A. Work Year**

1. The work year for Employees in the bargaining unit, shall be 261 paid days. Those 261 paid days include eight (8) paid holidays and twenty-one (21) additional paid days when the office is closed. Employees shall not be required to report for work on the eight (8) paid holidays and twenty-one (21) additional days when the office is closed and Employees do not report for work. Of the remaining 232 paid workdays, two (2) days shall be clerical days. PA Cyber shall provide the Association with a work calendar reflecting the 232 paid workdays for each given year by March 30 for the upcoming work year.
2. For the 2026-2027 school year, the School shall provide one additional school closed day. This provision shall sunset on June 29, 2027, at 11:59 p.m.

### **B. Workday**

1. The workday for Employees in the bargaining unit shall be eight (8) hours per day Monday through Thursday and seven (7) hours per day on Fridays. Employees shall be required to report to work not earlier than 7:30 a.m. and shall work a continuous eight (8) hour day ending no later than 4:00 p.m. Monday through Thursday, with the exception of mandated testing periods, which may require Employees to work outside of normal operating days and hours. On Friday, Employees shall be required to work not earlier than 7:30 a.m. and shall work a continuous seven (7) hour day ending no later than 3:00 p.m. with the exception of mandated testing periods, which may require Employees to work outside of normal operating days and hours. Start times shall be assigned by the Administration based upon when the Employee's first class begins, the 7:30 a.m. start time shall only be available on days that Employees have a class starting at 8:00 a.m.
2. Each employee shall be guaranteed a minimum thirty-five (35) minute duty-free lunch period daily occurring between 11:00am and 1:00pm. During mandated testing windows, the guaranteed lunch

period may occur prior to 11:00am or after 1:00pm only for those that are proctoring at testing locations.

**C. Notification of Assignment**

Each Employee shall be given written notice of the next years assignment not later than July 1, with the exception of Extended School Year. Such notice shall specify the academy, courses, and co-teacher (if applicable) to which the employee will be assigned. PA Cyber will use its best efforts to provide notice in accord with this provision. However, PA Cyber reserves the right to provide notice at a different time and/or to change assignments due to increased/decreased enrollment or unforeseen personnel changes. Any such changes shall not be arbitrary.

**D. Workload**

1. Each Employee may be assigned a maximum of four (4) daily Course Assignments for days on which that Employee's assignments will include any of the following: virtual classroom co-teacher, blended classroom co-teacher, life skills support, autism support, emotional support, or reading support. Employees shall teach a maximum of five (5) instructional hours per school day.
2. Employees shall have a minimum of fourteen (14) hours per week to be used for completing all other duties. OWith the exception of in-services, which shall not be considered a meeting, there shall be an annual allotment of thirty (30) meetings per contract year.
3. The parties agree that labor/management will utilize a tracking system to monitor total meetings per year and this system will be a standing labor/management agenda item. The parties will regularly communicate regarding meeting numbers beyond labor/management meetings. In the event that the thirty (30) meeting limit is exceeded, the parties will bring suggested remedies to a labor/management meeting and work collaboratively to resolve the matter within five (5) workdays of notification by the Union unless the parties mutually agree to another timeframe.O Should the parties be unable to resolve it through that single labor/management meeting, the parties agree that the matter will be expedited to arbitration.

4. Employees who agree to instruct an additional course/class/prep may be assigned a maximum of six (6) daily course assignments and may have a minimum of nine (9) hours per week, including lunch, to be used for completing all other duties.

**E. Work Location**

1. Employees may choose to work either at the PA Cyber facility designated at PA Cyber, or from his/her own primary home, subject to the following conditions:
  - a. Employees newly hired by PA Cyber into the bargaining unit after the effective date of this Agreement shall work on-site at the designated PA Cyber facility for one (1) full calendar year measured from the date their employment in the bargaining unit began at the sole discretion of PA Cyber and subject to the following conditions:
    - i.) If hired between July 1 and the last day of the first semester of a given school year, the new bargaining unit Employee may request a location change according to School procedures to be effective July 1 of the following school year.
    - ii.) If hired between the first day of the second semester and June 30 of a given school year, the new bargaining unit Employee may request a location change according to School procedures to be effective the first day of the second semester of the following school year.
  - b. All Lead Teachers electing to work from home may be required to work onsite at a PA Cyber location, with a three (3) workdays' advance notice, up to twenty-four (24) workdays per semester (July 1 - December 31 and January 1 - June 30) as directed by the Special Education Supervisor. Supplemental onsite pay shall not apply to work from home Lead Teachers for required onsite workdays directed by the Special Education Supervisor.
  - c. Employees who work on site shall receive a pro-rated supplemental pay of at least \$2,000 per year. Should this

amount be increased for other on-site employees at PA Cyber, the School shall increase the amount equaling such payment for members of the bargaining unit.

- d. Employees who have elected to work from home may be required to attend up to six (6) in-service/professional development days, meetings, and/or trainings during the school year away from their own primary homes, or virtually as directed by the administration. Employees shall be given ten (10) workdays' advanced notice of such required on-site days. Supplemental on-site pay shall not apply to these days.
  - e. All Reading Specialists electing to work from home may be required to work on site at a PA Cyber location, with three (3) workdays' advanced notice, up to twelve (12) workdays per school year (July 1 - June 30) as directed by the Director of Special Education. Supplemental on-site pay shall not apply to Work from Home Reading Specialists for required onsite workdays as directed by the Director of Special Education.
2. Employees may request work location changes twice per year during the request periods established by the employer. Employee requests to change the work location outside of the established periods may be granted at PA Cyber's discretion.
  3. Employees choosing to work on-site shall have the ability to work from home up to five (5) days during the work year for any reason without being charged for a PTO day so long as notice is provided to their supervisor.
  4. Employees must use their PA Cyber-issued laptop to conduct all official business during the workday, except under extraordinary circumstances.
  5. Employees wishing to utilize a device other than their PA Cyber-issued laptop to conduct official business during the workday must obtain advanced approval from their immediate supervisor. When obtaining advanced approval would be impossible, Employees shall provide notice to their immediate supervisor as soon as is possible.

**F. Class Size and Roster**

1. Definitions:
  - a. Assignment: An Employee's Assignment includes the courses to which the Employee has been designated to teach or co-teach as part of their Instructional Hours.
  - b. Course Caseload: Equals the number of students enrolled in one (1) planned, scheduled instructional course section.
  - c. IEP Caseload: Equals the number of students requiring special education services, including speech and language support, where the teacher is responsible for creating, managing, and implementing all special education documents.
  - d. Instructional Hours: Are the hours spent engaging and instructing students in planned, scheduled courses in the following modes of instruction including, but not limited to, learning support, life skills, virtual classroom, blended classroom, autism support, emotional support, and reading courses.
  - e. Position: May be Special Education Teacher, Lead Teacher, or Reading Specialist.
  - f. Support Hours: Are hours spent providing support services to students outside of instructional hours including, but not limited to, tutoring, resource room, and writing workshop.
2. Limitations
  - a. Maximum hours, course caseloads, and IEP caseloads are to be determined based on each Employee's Position and Assignment, as set forth below.

- b. The limitations applicable to Special Education Teachers, Lead Teachers, and Reading Specialists are as follows:

| Position                       | Instructional & Support Hour Max (per week) | Course Caseload Max (per section) | IEP Caseload Max (includes speech only) |
|--------------------------------|---------------------------------------------|-----------------------------------|-----------------------------------------|
| Special Education Teacher K-12 | 22                                          | 25                                | 25                                      |
| Lead Teacher K-12              | 22                                          | 25                                | 21                                      |
| Reading Specialist             | 22                                          | 6                                 | N/A                                     |

- c. Where a Special Education Teacher or Lead Teacher has one or both of the following Assignments, the otherwise applicable limitations vary as follows:

i.) Learning Support

- Instructional & Support Hour Max: 22
- Course Caseload with Co-Teacher: 22
- Course Caseload without a Co-Teacher: 15
- IEP Caseload: 25 for Special Education Teachers; 21 for Lead Teachers

ii.) Life Skills

- Instructional & Support Hour Max: 22
- Course Caseload with Co-Teacher: 20
- Course Caseload without a Co-Teacher: 10
- IEP Caseload: 25 for Special Education Teachers; 21 for Lead Teachers

3. Exceeding Limitations

- a. Due to revolving enrollment and the requirement that a Free and Appropriate Public Education (FAPE) be provided to all students, course caseloads may temporarily exceed the



limitations listed above in order to provide appropriate services and programming to students.

- b. PA Cyber will begin the process of recruiting an additional Special Education Teacher when all Special Education Teachers within a specific grade level or within a given academy are at their IEP caseload max, so long as this condition is met on or before March 31st of any given year.
- c. PA Cyber will expend all reasonable efforts to conclude the process for hiring additional Special Education Teachers required under this section within sixty (60) workdays.
- d. Where an Employee's course caseload exceeds the relevant limit in Article V, Section F(2)(b) due to co-teacher vacancy or co-teacher temporary vacancy, PA Cyber will make every reasonable effort to assign a certified substitute. If PA Cyber is unable to assign a certified substitute PA Cyber may offer the leave coverage to current members of the bargaining unit as follows:
  - i.) Any bargaining unit members interested in leave coverage for temporary vacancies shall notify the Special Education Supervisor or the Director of Special Education through a method determined by the school.
  - ii.) PA Cyber may assign members of the bargaining unit who have shown interest in leave coverage based on the needs of the department.
  - iii.) For each section of approved coverage, members may be compensated at a rate of \$30 per section per day.
- e. During the process for hiring additional Special Education Teachers required under this section: course caseloads may increase by as many as three (3) additional students per teacher per section and dependent upon enrollment and student need, and IEP caseloads may increase by as many as three (3) additional students per teacher dependent upon enrollment trends and department needs. Special Education

Teachers at the K-2, 3-5, 6-8 and 9-12 academies may have IEP caseloads that are grade level specific or may have IEP caseloads that include students across that Academy's grade level span.

- f. Where an Employee's IEP Caseload exceeds the relevant limit, as specified above, that Employee shall be entitled to a stipend supplemental pay, as follows:
  - i.) Once an Employee's IEP Caseload exceeds the relevant limit, the Employee is responsible to notify the director of special education and/or special education supervisor through a method determined by the school. Once the IEP meeting for the student who has placed the employee over the relevant limit has been held, the employee is responsible to notify the director of special education and or supervisor through a method determined by the school. The employee will receive \$600.00 supplemental pay once the IEP meeting has been held.
  - ii.) The director of special education and/or special education supervisor will confirm that the IEP meeting for the student who has placed the employee over the relevant limit was held then approve or deny the overage. Failure to draft and hold IEP meeting within thirty (30) calendar days of student assignment and failure to provide notification to the director of special education and/or special education supervisor will result in denial of payment.
- g. Employees who agree to instruct an extra course/class/prep shall be compensated at the rate of \$6,000 added to the employee's base pay. The amount Owill be prorated for instruction of a course/class/prep lasting less one full school year.
- h. The School and the Association agree to form a Committee to study course caseload overages.,. All meetings of the Committee shall be mediated by a mediator assigned by the PA Bureau of Mediation. The parties agree that each side

shall appoint up to five (5) members to the Committee the names of which shall be communicated to the other party at least 7 days prior to the first meeting of the Committee. The parties also agree that the Committee shall meet within ninety (90) days of the ratification of this Agreement and shall communicate its findings to the Association and the Administration within one (1) year of its first meeting. The deadlines as set forth above can be extended by the mutual agreement of both parties or upon the recommendation of the Mediator. Any dispute between the parties regarding the terms of this subsection of the Agreement shall be submitted to the Mediator for resolution. The parties acknowledge that any change to this Agreement or future collective bargaining agreements on the topic of course caseload overages must be achieved through bargaining and that no outcome is guaranteed as a result of the Committee's work.

4. Exclusions from Instructional Hours
  - a. PA Cyber may have Special Education programming (i.e., transition) virtually, or at various regional office locations across the Commonwealth.
  - b. If a teacher provides live, virtual, or on-site instruction to students as part of such special education programming, the instructional hours spent teaching as part of the program requirements will not be counted toward a teacher's total maximum instructional hour allotment per week.
  - c. Instructional hours missed due to such programming shall be covered by a co-teacher or an on-demand lesson, if necessary. Participation by any bargaining unit member in such programs shall be voluntary.

**G. Extended School Year (ESY)**

Extended School Year shall commence on the first full week of school following the July 4th holiday. In order to maintain appropriate staffing, Employees must be available to be scheduled for a single work week during the scheduled ESY period. On or before April 1, each Employee shall provide the Director of Special Education notice of two (2) work weeks

during ESY when that Employee would be available for scheduling. The Director of Special Education will schedule Employees for ESY services based upon Employee requests by June 1. In the event that an ESY week is insufficiently staffed, the Director of Special Education shall make assignments based upon seniority beginning with the least senior Employee who is not previously approved for scheduled leave.

## **VI. EMPLOYEE EVALUATION**

### **A. Observations, Evaluations, and Ratings**

1. The School shall adopt the teacher evaluation methodology adopted by the Pennsylvania Department of Education.
2. All observations and evaluations shall be performed by properly certified persons authorized by the PA School Code of 1949, as amended.
3. Employees shall be given access to copies of any class visit or evaluation report prepared by an evaluator within seven (7) workdays following the observation and the employee shall have the right to submit a response to be attached to the file copy.
4. Any observation or evaluation that is less than satisfactory shall be accompanied by written specific recommendations for improvement with a commitment for direct assistance in implementing such recommendations. Observations and evaluations shall be used to support and improve instructional practices and as such PA Cyber shall not use the evaluation process as a form of discipline; however, PA Cyber may take disciplinary action as appropriate.

### **B. Personnel File**

1. The Employer shall maintain one official personnel file in the Human Resources Office for each Employee.
2. No material derogatory to an Employee's conduct, service, character, or personality shall be placed in the personnel file unless the Employee has received a copy or has had an opportunity to review the material. The Employee shall have the right to submit a written answer to such material and attach it to the file copy.

3. Individual personnel files shall be confidential. However, an Employee shall have the right to make such additions or responses to materials contained in the file as the Employee deems necessary. Only authorized personnel shall have access to the personnel file. Personnel files shall not be removed from the human resources department.
4. An Employee shall have access to the official personnel file during regular working hours at a time mutually agreed upon between the Employee and the Employee's representative and scheduled in advance with the Director of Human Resources (or its successor position). An Employee may request a copy of any material contained in the file, which shall be provided free of charge.
5. The Association shall have access to an Employee's official personnel file at reasonable times during regular office hours after having given reasonable notice. In order to schedule access to an Employee's personnel file, the Association must obtain express written approval from the Employee and provide a copy of said approval to the Director of Human Resources (or its successor position).

## **VII. EMPLOYEE DISCIPLINE**

### **A. Just Cause**

1. No Employee in the bargaining unit shall be discharged, disciplined, suspended, reprimanded, adversely evaluated, rated unsatisfactory, or reduced in compensation without just cause.
2. Any such action taken by the School or any administrative agent or representative thereof shall be subject to the grievance procedure herein set forth.
3. Information used in forming the basis for such above action shall be made available to the Employee.

### **B. Complaints**

When a complaint regarding a bargaining unit Employee's work performance is lodged, and PA Cyber deems the complaint actionable, the subject employee shall receive written notice of said complaint. Exceptions

to this provision shall apply when any such complaint involves legal reporting obligations which may prohibit notifying the employee under the Child Protective Services Law and/or the Educator Discipline Act or any other applicable law.

**C. Required Conferences or Hearings**

Whenever any Employee is required to appear before any employer representative concerning any matter which could adversely affect the continuation of that Employee in his/her position or employment or receipt of any scheduled salary increment, then he/she shall be given prior written notice of the reasons for such meeting and shall be informed by the employer representative that he/she is entitled to have a representative of the Association present to advise him/her and represent him/her during such meeting or interview.

**VIII. EMPLOYEE WELFARE**

**A. Seniority**

1. Seniority means the total length of an Employee's service in the school as a PA Cyber employee using the employee's first day of work.
2. Seniority shall accrue during suspension (layoff), and during all other approved leaves of absence.
3. Part-Time Employees shall accrue seniority as a full-time employee.
4. Seniority shall be broken only for resignation, retirement, or lawful discharge.
5. Ties between employees in seniority shall be broken by lot.
6. The Employer shall provide to bargaining unit members through email on or before September 15 of each year, a list reflecting the seniority and certification of each Employee.
7. Th Employer shall provide the Association President with an accurate seniority list annually and upon request.

8. Any exception to this list must be filed with the Employer within sixty calendar days of the posting. The seniority list shall be amended to reflect subsequent certification changes as they occur.

## **IX. WAGES**

### **A. Schedule**

See Appendix A of this Agreement.

### **B. Placement on Salary Schedule**

1. Employees in the bargaining unit shall be placed on the 2023-2024 salary schedule as follows:
  - a. Any Employee employed by PA Cyber in a full-time bargaining unit position on or before February 28, 2022, shall be placed two (2) steps ahead of his/her placement on the salary schedule in effect during the 2021-2022 school year.
  - b. Any Employee employed by PA Cyber in a full-time bargaining unit position between March 1, 2022, and February 28, 2023, shall be placed one (1) step ahead of his/her placement on the salary schedule in effect during the 2021-2022 school year.
  - c. Any Employee employed by PA Cyber in a full-time bargaining unit position after February 28, 2023, shall remain at the same step on the salary schedule in effect in effect during the 2021-2022 school year.

(For example, an Employee on step 10 hired in a full-time bargaining unit position on or before February 28, 2022, who remained at step 10 under status quo in the 2022-2023 school year shall be placed at step 12 on the 2023-2024 salary schedule.)

2. Individual Employee's step placement for the 2023-2024 school year shall be reflected in Appendix E of this Agreement.
3. Employees shall advance to the next higher step on the salary schedule on July 1 of each year so long as the Employee is hired in a full-time bargaining unit position on or before February 28 of that year.

4. Newly hired employees shall start on Step 1 of the Salary Schedule unless otherwise agreed between PA Cyber and the new employee. No newly hired employees shall be placed on a step higher than that of a current employee with the same experience and academic credentials. For purposes of this section: any part of a year equals a year.
5. PA Cyber employees moving from another position within PA Cyber into a bargaining unit position shall be placed on the salary schedule in accordance with the following:

| Reclassification | Reclassification Description                                                                                                                                     | Placement if Employee Moves from Another Position into Bargaining Unit                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Downward         | The change of the title of an employee's current position to a bargaining unit position, with the bargaining unit position having a lower year one base salary.  | If the change is initiated by PA Cyber, the employee will remain at the same step and salary will remain the same. If the employee has initiated the change by applying for the position, the employee's salary will be reduced to the new category at the same step as current position.                                                                                                                                                                                        |
| Lateral          | The change of the title of an employee's current position to a bargaining unit position: with the bargaining unit position having the same year one base salary. | If the change is initiated by PA Cyber or if the change is initiated by the employee applying for the position, the employee's salary will be changed to the new category at the same step as current position. If the new category at the same step is less than the employee's current base salary (less any stipends or additional compensation), the employee's salary will remain unchanged.                                                                                |
| Upward           | The change of the title of an employee's current position to a bargaining unit position, with the bargaining unit position having a higher year one base salary. | If the change is initiated by PA Cyber or the employee by applying for the position, the employee will start at step one in the new position unless their current salary factoring steps and years of service is more than the base salary for the new position or the base salary for the new position would result in an increase of less than 6%, the employee will be placed on the next available step of the new category that would result in an increase range of 6%-8%. |



6. Employees shall advance to the next higher step on the salary schedule on July 1 of each year so long as the Employee is hired in a full-time bargaining unit position on or before February 28 of that year.

**C. Columnar Placement**

1. Employees in the bargaining unit shall be placed in a column of the salary schedule in accordance with academic credits earned, degrees held, and step.
2. Placement in columns is not conditional upon whether academic or in-service credits were earned after the degree was conferred.
3. Placement in the Master's Degree column is conditional upon 1) obtaining a Master's Degree, or 2) completion of Department of Education requirements for issuance by the Department of a Master's Equivalent Certificate.
4. Documentation verifying receipt of the Master's Degree: Master's Equivalent Certificate, or additional credits must be turned into Human Resources.
5. Employees in the bargaining unit shall be moved to the appropriate column on either the first day of the first semester or the first day of the second semester depending upon receipt of evidence that the work requirements for the academic or in-service credits, the certification program, or the degree program have been completed and the performance standards have been met. Advancement shall not be conditional upon issuance of a certificate or diploma.

**D. Salaries Payable**

1. Employees in the bargaining unit shall be entitled to the annual salaries set forth on the salary schedule in Appendix A of this Agreement. Salaries payable shall be determined in accordance with standards for placement on the Salary Schedule set forth in Appendix A. Said salaries are payable as compensation for the work year set forth in this Agreement.
2. Payment shall be made in accordance with standards set forth in Pay Periods: Article 9, Section E of this Agreement.

3. Salaries due and payable to Employees hired after the first paid day of the work year shall be pro-rated, i.e., scheduled annual salary divided by the number of paid days multiplied by the remaining number of paid days in the work year. Date of hire shall not adversely affect such Employees' rights of initial placement on the salary schedule. Payment shall begin on the first available pay date after the first day worked by said Employees.
4. Salaries due and payable to Employees whose service terminates prior to the last paid day of the work year shall be pro-rated, i.e.: salary due equals scheduled annual salary: divided by the number of paid days in the work year, multiplied by the number of paid days worked. Final payment shall be made on the next available pay date following the date of termination.

**E. Pay Periods**

The annual salaries set forth in this Agreement shall be paid to employees in twenty-four (24) equal, biweekly installments on the 15th and last day of each month.

**F. Retroactivity**

Qualified Employees as defined in Article I.L of this Agreement, may be entitled to retroactive compensation as follows:

1. Qualified Employees that were employed at any point during the 2022-2023 School Year;
2. For the 2023-2024 school year, Qualified employees that were employed on or after July 1, 2023; and
3. Extra course supplemental pay (Article V) for Qualified Employees that taught extra courses during the 2022-2023 and/or 2023-2024 school years.

**G. Tuition Reimbursement**

1. Where pre-approved in writing by the Director of Human Resources (or its successor position), full-time Employees may be reimbursed for individual courses for college or university credit and for PDE-approved Intermediate Unit (ICJ) credits. Valid written pre-approval shall be in the form of a fully executed Educational Reimbursement Course Pre-Approval Form submitted to the Director of Human

- Resources forty (40) calendar days prior to the start of the coursework. Failure to submit the complete course pre-approval document forty (40) calendar days prior to the start of coursework shall result in forfeiture of reimbursement eligibility for the course(s).
2. Full-time Employees are eligible to request pre-approval for future tuition reimbursement only after a minimum of six (6) months of full-time employment. Preapproved coursework must be in a field directly related to the Employee's current position or a position the Employee may qualify to attain within the organization as determined by PA Cyber, with such determinations not to be made arbitrarily or capriciously.
  3. Upon completion of coursework, an Employee must submit the following documents to the Business Office in order to receive reimbursement:
    - a. A completed Request for Educational Reimbursement Form;
    - b. Certification of course completion including course grade. A grade of "C" or better must be earned for each course or, in the case of a Pass/Fail grading system, a course grade of "Pass" must be earned; and Tuition; and
    - c. Tuition Payment Receipt Verification.
  4. If all requirements are met, reimbursement will be 75% of course tuition and fees up to a maximum of \$3,000 per calendar year (January-December). Books: school supplies, and late payment fees do not qualify for reimbursement. The Employer shall not withhold any federal, state, or local taxes from the reimbursement. Such reimbursement will be made within forty-five (45) days of the date the requesting Employee satisfies the above requirements. Tuition reimbursement will be applied towards the calendar year in which the course is completed.
  5. Former Employees may submit paperwork for reimbursement of pre-approved coursework, completed during the term of employment, for up to thirty (30) calendar days following date of termination and will receive reimbursement if all other requirements have been met.

## **X. EMPLOYEE TRAVEL**

### **A. General Travel Guidelines**

Employees traveling distances greater than forty-five (45) miles from their regular work location for any approved PA Cyber business-related purpose may choose to stay overnight, away from home, the preceding night.

### **B. Assessment Guidelines**

1. Employees traveling overnight for the purpose of administering assessments shall receive a stipend of \$200 per night.
2. Assessment proctoring assignments for the PSSA, PASA, Keystone Exams, or any other similar mandated assessment administered to students on a non-individual basis shall be assigned to Employees in the bargaining unit by PA Cyber based upon the needs of the school.
3. Employees shall not be required to travel on a non-workday. In the rare circumstance when an Employee is required to travel on a non-workday to or from an overnight site for assessments, the Employee shall receive an additional overnight stipend.
4. Any Employee requesting special consideration for certified medical accommodations related to mandated test proctoring responsibility shall do so thirty (30) calendar days prior to the first day of the testing window for which the accommodation is being sought, provided the Employee receives sufficient and reasonable notice of their assigned testing site. This request must be in writing to the Director of Human Resources.

### **C. Travel for Non-Individual Testing**

Travel for the purposes of administering PSSA, Keystone Exams, or any other similar state-mandated testing administered to students on a non-individual basis, shall be assigned to Employees in the bargaining unit.

### **D. Travel for Individual Testing**

1. Bargaining unit Employees shall be notified of opportunities for travel for the purposes of administering PASA or any other similar state-mandated assessments administered to students on an individual basis.

2. Assignments for such individual testing shall be assigned by PA Cyber based on the Employees who show interest in a given assignment.
3. Supervisors may restrict Employees from traveling for these tests based on the operational needs of the school, ability to provide appropriate services to students, and good standing of an interested Employee.
4. Any assignment remaining unfilled after the completion of the notification process shall be determined and assigned by PA Cyber.
5. No Employee may conduct more than six (6) days of individual testing or related travel in any given school year, unless authorized by the Director of Special Education.

**E. Mileage and Travel Reimbursement**

The Employer agrees to reimburse Employees in the bargaining unit no less than that rate determined allowable by the IRS for the use of personal vehicles, where PA Cyber business-related travel necessitates the use of a personal vehicle. PA Cyber also will reimburse approved business-related travel expenses incurred in the performance of work assignments or other employer business, in accordance with the PA Cyber Expense Reimbursement Guidelines.

**XI. HEALTH BENEFITS**

**A. Hospitalization**

1. Employer shall pay the full premiums required to provide full-time employees and their dependents with PPO benefits set forth in Appendix B. The plan's scope of benefits, level of benefits, design: or inherent administrative mandates shall not materially change during the term of this Agreement except as may be mutually agreed, reduced to writing, and signed by both parties. Provisions of the plan shall be as set forth in the insurance contract which is attached to and made part of this Agreement as Appendix B.
2. The Parties recognize that the increasing cost of health care insurance coverage is a fiscal problem which is shared among them. To assist with the increasing financial burden of providing the

quality coverage offered by the Employer, Employees agree to participate in cost-sharing with respect to health insurance coverage in each Employee elects to participate, should the Employer find it necessary to implement such cost-sharing measures, under the following conditions.

3. The Employer shall pay the full premiums associated with providing health insurance coverage to full-time Employees and their dependents. However, should health care insurance premiums increase by 15% or more, cumulatively over the contract beginning with the 2022-2023 insurance rate, bargaining unit employees agree to pay a percentage of their own monthly premiums, so long as the employer implements a premium share for all PA Cyber Employees who are not subject to collective bargaining agreements.
4. The initial premium share amount for bargaining unit members shall be no more than 4% of premium in the first plan year the premium share is implemented. In any subsequent year after the initial premium share is implemented if the School experiences increases exceeding 5% of the annual premium paid for health insurance, the school may increase the premium share by no more than 1% in any plan year to a maximum of 6% of the premium. Bargaining unit members shall not pay a higher percentage of the premium than any other School employee. Premium share contributions shall be made on a pre-tax basis.
5. If during the contract term, the health insurance premiums increase by 15% or more, the parties agree to meet and explore possible cost-saving measures.
6. If the Employer receives notice or information indicating that its health care plan costs are approaching or will subject the plan to the Affordable Care Act's "Cadillac Tax" excise tax, the Employer will give the Association immediate written notice of that fact and the parties will meet as soon as possible to negotiate in order to avoid the imposition of the excise tax.

**B. Term Life Insurance**

The Employer shall provide \$50,000 of term life insurance at no cost for each eligible member of the Bargaining Unit.

**C. Long-Term Disability Insurance**

The long-term disability plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not change during the term of this Agreement except as may be mutually agreed, reduced to writing, and signed by both parties. Schedule of Insurance shall be as set forth in the insurance contract which is attached to and made part of this Agreement as Appendix C.

**D. Short-Term Disability Insurance**

The short-term disability plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not change during the term of this Agreement except as may be mutually agreed, reduced to writing, and signed by both parties. Schedule of Insurance shall be as set forth in the insurance contract which is attached to and made part of this Agreement as Appendix D.

**E. Dental Insurance**

The Employer shall provide Dental Insurance coverage for members of the Bargaining Unit who qualify in accordance with the following:

The plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not materially change during the term of this Agreement except as may be mutually agreed, reduced to writing, and signed by both parties.

**F. Vision Insurance**

The Employer shall provide Vision Insurance coverage for the members of the Bargaining Unit who qualify in accordance with the following:

The plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not materially change during the term of this Agreement except as may be mutually agreed: reduced to writing and signed by both parties.

**G. Waiver of Health Coverage**

Any Employee who wishes to waive participation in medical/drug, dental, and/or vision coverage shall receive the following amounts based on election:

| Waiver Option                   | Total Waiver Compensation |
|---------------------------------|---------------------------|
| Medical/Drug, Dental and Vision | \$3,000                   |
| Medical and Dental              | \$2,950                   |
| Medical and Vision              | \$2,600                   |
| Medical Only                    | \$2,550                   |

This election to waive coverage shall be irrevocable for the coverage year of the election. Eligible employees who elect to waive coverage may be eligible to re-enter the Employer's plan as a result of a qualifying life event. In that event, the Employee may re-enter the Employer's Group Plan under the terms and conditions set forth by the Plan. Payment shall occur in a lump sum following the end of the plan year not to occur later than January 15. The amount will be calculated on a pro-rated basis when waiver compensation is elected, or eligibility ceases, and the period of participation is less than the 12-month period of coverage.

**H. Wellness Benefit**

PA Cyber shall reimburse all regular full-time employees in an amount up to, but not to exceed \$20.00 per month for the costs associated with the employees' membership fees or contract with an approved health club, fitness center, or virtual health/fitness for physical fitness that feature cardiovascular, aerobic, muscle toning, or conditioning activities. In order to determine eligibility for the reimbursement, a copy of the employee's contract or agreement with the fitness center must be provided to PA Cyber, or if this is not available, other documentation may be accepted to provide proof of membership. Reimbursement is not available for: pool-only facilities (unless as part of an instructional swim program), social clubs, equipment, uniforms or fitness clothing, greens fees, transportation, lodging, meals, or vitamins and supplements.



I. **Wellness Hours**

1. Employees are eligible to utilize a maximum of eight (8) employer paid Medical Wellness Hours each school year in addition to earned paid time off {PTO}. Medical Wellness Hours are to be used for scheduled medical appointments subject to the following conditions:
  - a. Medical Wellness Hours must be used in one-hour increments up to the maximum of eight (8) hours Under no circumstances shall Medical Wellness Hours be used in increments smaller than one hour.
  - b. Employees in the bargaining unit may schedule up to four (4) of the eight (8) total Wellness Hours each year during instructional or live tutoring time, with all efforts being made to schedule outside of instructional hours. The remaining four (4) Wellness Hours may not be scheduled during instructional or live tutoring time.
  - c. Medical Wellness Hours may be used by employees for their own scheduled medical appointments, as well as scheduled medical appointments for their spouse, children, and/or parents.
  - d. Medical Wellness Hours must be logged in Vista using code WELL. Supervisors must also maintain a separate tracking report to ensure each member of their staff does not exceed the allotted eight (8) hours per school year.
  - e. Medical Wellness Hour requests must be submitted to employee's supervisor for approval by email or text message in advance of the scheduled appointment.
  - f. Supervisors maintain discretion to approve or deny requests for Medical Wellness Hours based on staffing needs of PA Cyber and the requesting employee's department.
  - g. Medical Wellness Hours may not be carried over from one school year to the next. Any Medical Wellness Hours remaining at the end of a school year will be forfeited.

**J. Retirement Program**

PA Cyber shall participate in the Public-School Employees Retirement System (PSERS). All employees are required to participate.

**K. Voluntary Retirement Savings Plan-403(b)**

Employees are eligible to participate in a Non-ERISA 403(b) Plan according to the guidelines set forth in the plan by the PA Cyber Board of Directors.

**XII. LEAVES**

**A. Reserved Rights**

1. Employees in the bargaining unit on paid leaves of absence shall continue to receive wages, along with other rights and benefits as specifically set forth in this Agreement.
2. Upon expiration of approved, paid leave, Employees shall be returned to the same position to which they were assigned prior to having taken leave.

**B. Leave Accounting**

Each Employee shall be given an accounting of their available Paid Time Off leave and Sick leave not later than the second payroll cycle of each work year. This accounting reflects leave available to the Employee which may not have yet been earned. While the Employee may use this leave, it must be paid back should the Employee leave employment prior to having earned the leave. Any Employee challenging the reported leave days must do so within thirty (30) days of the report.

**C. Bereavement Leave**

1. Full-time Employees will be granted bereavement leave. Paid leave shall be allowed for a period not to exceed five (5) days for the death of spouse, parents, step-parents, grandparents, grandchildren, siblings, children, step-children, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, grandparent of a spouse, or a person with whom the employee is currently making a home.
2. Paid leave shall be allowed for a period not to exceed one (1) day to attend the funeral of an aunt, uncle, niece, nephew, first cousin

of either the Employee or Employee's spouse, or person with whom the employee is currently making a home.

3. Bereavement leave days may be split to include the day of death, burial, cremation, and a memorial service if held at a later date during the school year.

**D. Jury Duty Leave**

Full-time Employees in the bargaining unit who are summoned to jury duty will be granted paid jury duty leave for any days of required jury duty service.

To be entitled to paid jury duty leave an Employee must:

1. immediately notify his/her immediate supervisor of a subpoena or jury duty summons; and
2. provide copies of the subpoena or jury duty summons to his/her immediate supervisor and to human resources upon receipt; and
3. provide his/her immediate supervisor and human resources with proof of attendance, including dates thereof, immediately upon returning to work after completion of jury duty service; and
4. report to work for any Workday during which he/she is told not to report for jury duty service.

**E. Military Leave**

Employees in the bargaining unit shall be granted leave to render regular or reserve military service as otherwise required by state and federal law.

**F. Paid Time Off (PTO) and Sick Leave**

1. Full-time Employees in the bargaining unit shall be granted twenty-four (24) Paid Time Off (PTO) days per year, earned on a pro-rated basis. PTO can be used for vacation, illness, personal leave, or for FMLA leave taken under circumstances in which employer-paid FMLA leave is unavailable.
2. Instructional Paid Time Off (PTO) is a subset of PTO. Thus, each day of PTO utilized reduces the total number of PTO days available by one. IPTO must be used for any day on which school is in session during the instructional school year. A maximum of ten (10) IPTO days may be used each school year. PTO/IPTO days may be taken in 1/2 or full day increments.

3. Employees requesting PTO/IPTO of five (5) consecutive workdays shall give two (2) weeks' notice. Employees requesting PTO of greater than five (5) consecutive workdays shall give four (4) weeks' notice. IPTO days cannot be used to extend a holiday, or any other school provided break. On a typical eight (8) hour workday, a half day only may be taken from either 8:00am-12:00pm/7:30am-11:30am or 12:00pm-4:00pm/11:30am-3:30pm, dependent upon the requesting Employee's assigned schedule. During summer designated operation hours, Employees requesting a half day must work either 8:00am-12:00pm or 11:00am-3:00pm. On Fridays that occur during non-summer designated operation hours, Employees requesting a half day must work 7:30am - 11:30am, 8:00am - 12:00pm, 10:30am-2:30pm, 11:00am-3:00pm based upon the requesting employee's assigned schedule.
4. PTO/IPTO must be approved in advance by the Employee's supervisor, and, generally, is subject to the following black-out times: first two weeks of school, last two weeks of school, in-service days, and assessment and testing windows. However, PTO/IPTO scheduled during an approved FMLA leave taken under circumstances in which employer-paid FMLA leave is unavailable shall not be subject to such black-out dates. Employees must submit requests for PTO/IPTO to their supervisor via email or text. Voicemails will not be accepted. A supervisor has the right to deny any request for PTO/IPTO based on the needs of PA Cyber and the Employee's department. No such denial may be arbitrary or capricious. Requesting Employees shall have the right to appeal a supervisor's denial of a request for PTO/IPTO to the Chief Academic Officer. PTO taken during summer months for Employees is not to exceed twelve (12) consecutive workdays.
5. Employees need not seek prior supervisor approval for the use of PTO/IPTO which would be taken for the purpose of attending to the medical needs of the Employee or the Employee's family or to non-medical emergent situations when the need for such absence could not have been adequately planned for in advance. However, Employees must provide their supervisors with as much advance notice of an intention to do so as is possible under the circumstances. The use of PTO for such emergent situations is not

subject to the black-out dates referenced in Paragraph 4. Should an Employee need to use three (3) or more consecutive days of unplanned PTO/IPTO for medical purposes, a valid medical excuse provided by a physician shall be required.

6. When IPTO has been requested and approved, the Employees have certain responsibilities, which vary dependent upon the requesting Employee's assignment. If the Employee is Teacher 1 with no Co-Teacher, the Employee is responsible for posting a slide in Blackboard Collaborate alerting the students of the teacher's absence. A video lesson also must be created and posted in the designated folder in the Learning Management System, accompanied by class activities which, cumulatively, will equal the regularly scheduled class time. If the Employee is Teacher 1 with a Co-Teacher, the Co-Teacher Employee becomes responsible for live classroom instruction. When IPTO has been requested and approved for a live instructional day, Office Hours and Resource Room also are cancelled for that day.
7. Employees are required to have three emergency lessons prepared and uploaded into the Learning Management System at all times. Emergency lessons are for emergency purposes only (i.e., illness, death in the family, etc.). Utilizing a 1/2 or full day of IPTO necessitates the use of a full emergency lesson. After using an emergency lesson, a new one must be prepared and uploaded.
8. Earned PTO accrues on the first day of each month, July through June of each school year at a rate of two (2) days per month. The amount of PTO earned by Fulltime Employees in the bargaining unit hired after July 1 in any given school year will be pro-rated based upon their date of hire. The total amount of PTO to be earned in any school year, whether pro-rated or full, may be used prior to its actual accrual with any required supervisor approval. However, any Employee who resigns employment having used PTO time in excess of the amount actually earned as of the last day of employment will have the pro-rated dollar value of any unearned PTO days deducted from that Employee's final paycheck. Employees who use PTO in excess of their actual earned PTO days and move to a different time *off* category will have the pro-rated

dollar value of any unearned days deducted from their next regular paycheck.

9. Earned PTO days not used by the end of each school year convert into an equivalent number of Sick Leave days. Earned Sick Leave not used by the end of each school year may be carried forward into the next year. Earned Sick Leave Days shall accumulate without limit.
10. Sick Leave may be utilized for the purpose of attending to the medical needs of the Employee or the Employee's family. Employees need not seek prior supervisor approval for the use of Sick Leave. However, Employees must provide their supervisor with notice of an intention to use Sick Leave prior to the start of their workday or with as much advance notice of an intention to use Sick Leave as is possible under the circumstances.
11. Retiring Employees will receive a payout of \$100 per day for accrued PTO and for a maximum of one-hundred-twenty (120) days of earned but unused Sick Leave as of the Employee's last day of employment. In no event can the number of earned but unused Sick Leave days subject to this payout exceed one hundred twenty (120) days.

**G. Leave Donation**

When an Employee is absent on account of catastrophic illness, long-term illness or long-term disability, the School will, upon written request by the Association, transfer PTO and/or Sick leave days from the Employees who voluntarily donate their available leave days to the affected Employee. The following conditions will apply:

1. The Employee requesting leave must have no more than five (5) days PTO and/or Sick Leave days before making a request for leave donation; however, all leave, including PTO and Sick Leave must be exhausted before an employee can use donated leave. Employees may not use more than sixty (60) donated leave days per calendar year.
2. The Association President or designee will require an original verified doctor's certificate from the Employee before leave days may be transferred.

3. The Association President or designee may require periodic verified doctors' certificate from the Employee in any case when he/she has reason to suspect either a pattern of abuse, or abuse of leave day(s).
4. In a situation such as this, the Association will be permitted to receive names of members who will voluntarily donate sick leave days to the individual member. In the event that members are willing to donate more days than are necessary, a lottery-style drawing will select names of those who will participate. The Association shall inform the Director of Human Resources of any PTO and Sick Leave donations.
5. It is to be understood that participation in the Leave Donation Plan is strictly voluntary. The Association will prepare and implement all necessary forms for the implementation of this plan.
6. Employees must be employed by the School for at least one (1) year in order to participate in the Leave Donation Plan.
7. The School agrees to comply with the leave donation plan. If any legal action is brought against the School as a result of any action it is requested to perform by the Association pursuant to the leave donation plan, the Association agrees to provide for the defense of the School at the Association's expense and through counsel selected by the Association. The School agrees to give the Association immediate notice of any such legal action brought against it and to cooperate fully with the Association in the defense of the case. If the School does not fully cooperate with the Association, any obligation of the Association to provide a defense under this provision shall cease.
8. The Association agrees in any action so defended to indemnify and hold the School harmless for any monetary damages the School might be liable for as a consequence of its compliance with the leave donation plan. Provided, however, that this holds harmless provision shall not apply to any legal action that may arise as a result of any willful misconduct by the School or as a result of the School's failure to properly perform its obligations under the leave donation plan.

## **H. Professional Leave**

Employees in the bargaining unit may, at the discretion of the Employer, be granted leave to attend or participate in professional activities which will enhance their skills and qualifications relevant to their current positions or which will contribute to the effective development and/or delivery of effective educational content.

## **I. Family and Medical Leave Act (FMLA)**

1. General Entitlements - The Employer shall comply with the requirements of the Family and Medical Leave Act of 1993 ("FMLA") and its corresponding regulations, including the following clarifying provisions. Nothing in this Agreement shall be construed to lessen or diminish the rights guaranteed to the Employees under the FMLA. All definitions within this section shall correspond to those defined in the FMLA and its regulations. Employees shall be eligible for FMLA leave as otherwise set forth in the FMLA.
2. Eligibility - Employees shall be eligible for FMLA leave as otherwise set forth in the FMLA.
3. Notice By the Employee - Notice of an Employee's intent to take FMLA leave shall be given in accordance with the FMLA.
4. Paid Leave for FMLA Purposes - Other paid leave provided for in this Agreement shall be used during any FMLA leave.
5. Order of Paid Leave During FMLA - Accrued PTO and/or Sick Leave shall be used concurrently with Unpaid FMLA leave. The order of paid leave shall be as follows:
  - a. Employer Paid FMLA (if eligible under the conditions set forth below).
  - b. Sick Leave
  - c. PTO

Employees may choose to retain a maximum of five (5) PTO leave days for use upon return to work. Days during any approved FMLA leave for which no form of paid leave is available or utilized shall be unpaid.



6. Short-Term Disability - If an Employee qualifies for short-term disability insurance coverage and elects to receive the benefit of 60% of his/her salary under the policy, he/she may also elect to use half (.5) of a Sick or PTO day for each day of the qualifying illness to receive the remaining 40% of his/her salary (not to exceed 100% of salary).
7. Reinstatement Rights - The Employee shall be reinstated according to the requirements of FMLA.

**J. Employer Paid FMLA Leave**

Employees who request FMLA leave and are deemed eligible under applicable law shall be granted the following employer paid FMLA leave which shall run simultaneously with the FMLA leave:

1. Up to four (4) weeks paid leave for the birth or adoption of a child, or placement of a foster child per FMLA year.
2. Up to two (2) weeks of paid leave for any other type of authorized FMLA leave.
3. Married or unmarried couples who are both employees shall be restricted to a combined total of four (4) weeks of paid leave for childbirth, adoption, or placement of a foster child.
4. Combined leave for any Employee under Sections 1 and 2 shall not exceed four (4) weeks total per FMLA year.
5. All leave granted to an Employee under Section 2 shall not exceed two (2) weeks total per FMLA year.
6. Multiple births, adoptions, or foster placements in one FMLA year do not increase maximum Employer paid FMLA leave.
7. Any Employee requesting Employer paid leave must provide PA Cyber's Benefits Coordinator thirty (30) days' notice of the requested leave, where the need for such leave is foreseeable.
8. Upon return from leave for the birth or adoption of a child or placement of a foster child, Employees will not have to take part in any live instruction during the first three (3) workdays upon their return from leave unless there is an organizational need that requires live instruction.

**K. Sabbatical Leave**

Any bargaining unit employee who has completed ten (10) years of full-time service in the public-school system of the Commonwealth and has at least five (5) years of full-time consecutive service with the School shall be eligible for Sabbatical Leave. The Board can, at its sole discretion, allow a shorter time than ten (10) consecutive years of full-time service in the public-school system of the Commonwealth or five (5) years of full-time consecutive service with the School for eligibility.

In order to be further eligible for Sabbatical Leave, a bargaining unit employee shall submit an application for Sabbatical Leave to the School at least 120 calendar days prior to the commencement of Sabbatical Leave. Bargaining unit employees shall only be eligible to take Sabbatical Leave one (1) time during a seven (7) year time period measured from the date a bargaining unit employee concludes an approved Sabbatical Leave. Approval of any Sabbatical Leave for eligible bargaining unit employees shall be in the sole discretion of the Board. Applications for Sabbatical Leave shall be submitted to the Director of Human Resources.

Sabbatical Leave available to employees shall include:

1. Professional Development - Applications for the leave for study shall identify the college or university to be attended, the courses selected, and the number of credits for each course. Leaves of absence for Professional Development must be related to professional responsibilities. The employee agrees to enroll in a degree program as a full-time student and complete, as a minimum, nine (9) graduate credits, or twelve (12) undergraduate credits, or 180 hours of professional development activities or any combination thereof for each semester of the leave. Proof of successful completion of the courses will be provided by the employee to the Director of Human Resources.
2. Restoration of Health - Applications for the leave for restoration of health shall be substantiated by a written medical report from the employee's physician which will indicate that the leave is necessary together with a medical estimate of time needed for the restoration of the employee's health.

The sabbatical leaves shall be for a period equivalent to a half or full school term or equivalent to two half school terms during a period of two years, at the option of the Employee. An Employee must return to his or her employment with the School immediately following a leave, unless the employee qualifies for additional leave due to illness or physical disability as permitted by federal, state, or local law or is prevented from returning due to the illness or physical disability.

No employee shall be eligible for Sabbatical Leave unless such employee shall agree to return to his or her employment with the School for a period of not less than one school term immediately following such Sabbatical Leave. If an employee fails to return to employment unless prevented from doing so by illness or physical disability, the employee shall forfeit all salary and benefits to which said employee would have been entitled for the period of Sabbatical Leave. In addition, the amount contributed by the School to PSER Fund shall be deducted from the refund payable to such employee and paid to the School.

The Employee shall be returned to the same position in the same school he or she occupied prior to the leave. An employee on sabbatical leave shall receive at least one half of his or her regular salary and all benefits provided under the collective bargaining agreement and shall be considered in regular full-time attendance and accrue full seniority, salary increments and participation in PSERS during the period of the leave. The School will make contributions to the School Employees' Retirement Fund as though the employee were in regular full-time daily attendance. The amount the employee's required contribution will be deducted from any compensation payable to the employee while on leave.

### **XIII. MANAGEMENT RIGHTS**

This Agreement does not modify and is not intended to modify any discretionary authority granted PA Cyber through federal laws and the laws of the Commonwealth of Pennsylvania, which includes without limitation authority granted by the Charter School Law and provisions of the Public School Code of 1949, 24 P.S. SS 1-101 et seq. (the "School Code"). This includes without limitation, the right of PA Cyber to operate independently and consistent with applicable laws.

The parties understand and agree that PA Cyber has the right to manage all operations of PA Cyber, including without limitation the right to plan, direct and control the operation, facilities, equipment, and other property of PA Cyber and the right to direction of the work force, except as explicitly modified by this Agreement. The parties understand and agree that matters of inherent managerial policy are the exclusive rights of PA Cyber and are reserved exclusively to PA Cyber. These matters include without limitation such areas of discretion and policy as to the size, organizational structure, and budget of PA Cyber, the size of the workforce, the right to hire, retain, terminate, or otherwise manage and select personnel, including both certified and non-certified employees, to set and direct the workday, to set and direct the work year, to utilize contractors and to establish or control the use of PA Cyber facilities and technology.

PA Cyber possesses the exclusive authority and discretion to adopt, develop, change, or modify the mission of PA Cyber. It is within the discretion of PA Cyber to develop policies and programs to further the mission of the School. All matters of school policy and curriculum are reserved exclusively to PA Cyber.

The parties understand and agree that the listing of management rights in this Article XII is not exhaustive. Nothing in this Article XII shall operate to restrict, alter, or waive any managerial rights or prerogative not listed herein whether or not such rights have been exercised by PA Cyber in the past. The parties agree that the ability and right of PA Cyber to manage the School is limited only where a provision of this Agreement expressly limits a right of management.

#### **XIV. EXECUTION**

This Agreement is made this \_\_\_\_ day of October, 2023 by and between the Pennsylvania Cyber Charter School and the Pennsylvania Cyber School Special Education Association, PSENNEA.

PENNSYLVANIA CYBER CHARTER SCHOOL:

\_\_\_\_\_

12.20.2023  
Date

g b J.  
President, Board of Trustees

12/20/2023  
Date

PA CYBER SCHOOL SPECIAL EDUCATION ASSOCIATION, PSEA/NEA

CJ.k/MI11e

12/20/23  
Date

Megan Rompi  
Secretary

1 fdo 12/20/23  
Date

## APPENDIX A

| <b>2022-2023 SALARY SCHEDULE</b> |           |             |             |             |
|----------------------------------|-----------|-------------|-------------|-------------|
|                                  |           | <b>B</b>    | <b>M</b>    | <b>M30</b>  |
| <b>16</b>                        | <b>1</b>  | \$51,000.00 | \$52,500.00 | \$53,000.00 |
| <b>15</b>                        | <b>2</b>  | \$52,500.00 | \$54,000.00 | \$54,500.00 |
| <b>14</b>                        | <b>3</b>  | \$53,250.00 | \$54,750.00 | \$55,250.00 |
| <b>13</b>                        | <b>4</b>  | \$55,000.00 | \$56,500.00 | \$57,000.00 |
| <b>12</b>                        | <b>5</b>  | \$58,000.00 | \$59,500.00 | \$60,000.00 |
| <b>11</b>                        | <b>6</b>  | \$60,500.00 | \$62,000.00 | \$62,500.00 |
| <b>10</b>                        | <b>7</b>  | \$63,000.00 | \$64,500.00 | \$65,000.00 |
| <b>9</b>                         | <b>8</b>  | \$66,250.00 | \$67,750.00 | \$68,250.00 |
| <b>8</b>                         | <b>9</b>  | \$69,000.00 | \$70,500.00 | \$71,000.00 |
| <b>7</b>                         | <b>10</b> | \$71,000.00 | \$72,500.00 | \$73,000.00 |
| <b>6</b>                         | <b>11</b> | \$73,500.00 | \$75,000.00 | \$75,500.00 |
| <b>5</b>                         | <b>12</b> | \$76,000.00 | \$77,500.00 | \$78,000.00 |
| <b>4</b>                         | <b>13</b> | \$79,000.00 | \$80,500.00 | \$81,000.00 |
| <b>3</b>                         | <b>14</b> | \$82,000.00 | \$83,500.00 | \$84,000.00 |
| <b>2</b>                         | <b>15</b> | \$84,000.00 | \$85,500.00 | \$86,000.00 |
| <b>1</b>                         | <b>16</b> | \$87,000.00 | \$88,500.00 | \$89,000.00 |
| <b>TOP</b>                       | <b>17</b> | \$90,000.00 | \$91,500.00 | \$92,000.00 |

| <b>2023-2024 SALARY SCHEDULE</b> |           |             |             |             |
|----------------------------------|-----------|-------------|-------------|-------------|
|                                  |           | <b>B</b>    | <b>M</b>    | <b>M30</b>  |
| <b>16</b>                        | <b>1</b>  | \$53,000.00 | \$54,500.00 | \$55,000.00 |
| <b>15</b>                        | <b>2</b>  | \$54,000.00 | \$55,500.00 | \$56,000.00 |
| <b>14</b>                        | <b>3</b>  | \$55,000.00 | \$56,500.00 | \$57,000.00 |
| <b>13</b>                        | <b>4</b>  | \$56,000.00 | \$57,500.00 | \$58,000.00 |
| <b>12</b>                        | <b>5</b>  | \$58,500.00 | \$60,000.00 | \$60,500.00 |
| <b>11</b>                        | <b>6</b>  | \$60,500.00 | \$62,000.00 | \$62,500.00 |
| <b>10</b>                        | <b>7</b>  | \$63,500.00 | \$65,000.00 | \$65,500.00 |
| <b>9</b>                         | <b>8</b>  | \$66,500.00 | \$68,000.00 | \$68,500.00 |
| <b>8</b>                         | <b>9</b>  | \$70,000.00 | \$71,500.00 | \$72,000.00 |
| <b>7</b>                         | <b>10</b> | \$72,500.00 | \$74,000.00 | \$74,500.00 |
| <b>6</b>                         | <b>11</b> | \$74,500.00 | \$76,000.00 | \$76,500.00 |
| <b>5</b>                         | <b>12</b> | \$76,500.00 | \$78,000.00 | \$78,500.00 |
| <b>4</b>                         | <b>13</b> | \$80,000.00 | \$81,500.00 | \$82,000.00 |
| <b>3</b>                         | <b>14</b> | \$83,000.00 | \$84,500.00 | \$85,000.00 |
| <b>2</b>                         | <b>15</b> | \$86,000.00 | \$87,500.00 | \$88,000.00 |
| <b>1</b>                         | <b>16</b> | \$89,000.00 | \$90,500.00 | \$91,000.00 |
| <b>TOP</b>                       | <b>17</b> | \$92,000.00 | \$93,500.00 | \$94,000.00 |

| <b>2024-2025 SALARY SCHEDULE</b> |           |             |             |             |
|----------------------------------|-----------|-------------|-------------|-------------|
|                                  |           | <b>B</b>    | <b>M</b>    | <b>M30</b>  |
| <b>16</b>                        | <b>1</b>  | \$55,000.00 | \$56,500.00 | \$57,000.00 |
| <b>15</b>                        | <b>2</b>  | \$55,250.00 | \$56,750.00 | \$57,250.00 |
| <b>14</b>                        | <b>3</b>  | \$56,000.00 | \$57,500.00 | \$58,000.00 |
| <b>13</b>                        | <b>4</b>  | \$57,000.00 | \$58,500.00 | \$59,000.00 |
| <b>12</b>                        | <b>5</b>  | \$59,000.00 | \$60,500.00 | \$61,000.00 |
| <b>11</b>                        | <b>6</b>  | \$61,500.00 | \$63,000.00 | \$63,500.00 |
| <b>10</b>                        | <b>7</b>  | \$64,000.00 | \$65,500.00 | \$66,000.00 |
| <b>9</b>                         | <b>8</b>  | \$67,000.00 | \$68,500.00 | \$69,000.00 |
| <b>8</b>                         | <b>9</b>  | \$70,500.00 | \$72,000.00 | \$72,500.00 |
| <b>7</b>                         | <b>10</b> | \$73,000.00 | \$74,500.00 | \$75,000.00 |
| <b>6</b>                         | <b>11</b> | \$76,000.00 | \$77,500.00 | \$78,000.00 |
| <b>5</b>                         | <b>12</b> | \$78,000.00 | \$79,500.00 | \$80,000.00 |
| <b>4</b>                         | <b>13</b> | \$81,000.00 | \$82,500.00 | \$83,000.00 |
| <b>3</b>                         | <b>14</b> | \$84,000.00 | \$85,500.00 | \$86,000.00 |
| <b>2</b>                         | <b>15</b> | \$88,000.00 | \$89,500.00 | \$90,000.00 |
| <b>1</b>                         | <b>16</b> | \$92,000.00 | \$93,500.00 | \$94,000.00 |
| <b>TOP</b>                       | <b>17</b> | \$94,000.00 | \$95,500.00 | \$96,000.00 |

| <b>2025-2026 SALARY SCHEDULE</b> |           |             |             |             |
|----------------------------------|-----------|-------------|-------------|-------------|
|                                  |           | <b>B</b>    | <b>M</b>    | <b>M30</b>  |
| <b>16</b>                        | <b>1</b>  | \$57,000.00 | \$58,500.00 | \$59,000.00 |
| <b>15</b>                        | <b>2</b>  | \$57,250.00 | \$58,750.00 | \$59,250.00 |
| <b>14</b>                        | <b>3</b>  | \$57,500.00 | \$59,000.00 | \$59,500.00 |
| <b>13</b>                        | <b>4</b>  | \$58,500.00 | \$60,000.00 | \$60,500.00 |
| <b>12</b>                        | <b>5</b>  | \$60,000.00 | \$61,500.00 | \$62,000.00 |
| <b>11</b>                        | <b>6</b>  | \$62,500.00 | \$64,000.00 | \$64,500.00 |
| <b>10</b>                        | <b>7</b>  | \$65,000.00 | \$66,500.00 | \$67,000.00 |
| <b>9</b>                         | <b>8</b>  | \$68,000.00 | \$69,500.00 | \$70,000.00 |
| <b>8</b>                         | <b>9</b>  | \$72,000.00 | \$73,500.00 | \$74,000.00 |
| <b>7</b>                         | <b>10</b> | \$73,500.00 | \$75,000.00 | \$75,500.00 |
| <b>6</b>                         | <b>11</b> | \$76,000.00 | \$77,500.00 | \$78,000.00 |
| <b>5</b>                         | <b>12</b> | \$79,500.00 | \$81,000.00 | \$81,500.00 |
| <b>4</b>                         | <b>13</b> | \$82,500.00 | \$84,000.00 | \$84,500.00 |
| <b>3</b>                         | <b>14</b> | \$85,000.00 | \$86,500.00 | \$87,000.00 |
| <b>2</b>                         | <b>15</b> | \$89,000.00 | \$90,500.00 | \$91,000.00 |
| <b>1</b>                         | <b>16</b> | \$92,500.00 | \$94,000.00 | \$94,500.00 |
| <b>TOP</b>                       | <b>17</b> | \$96,000.00 | \$97,500.00 | \$98,000.00 |

| <b>2026-2027 SALARY SCHEDULE</b> |           |             |             |              |
|----------------------------------|-----------|-------------|-------------|--------------|
|                                  |           | <b>B</b>    | <b>M</b>    | <b>M30</b>   |
| <b>16</b>                        | <b>1</b>  | \$58,500.00 | \$60,000.00 | \$60,500.00  |
| <b>15</b>                        | <b>2</b>  | \$59,000.00 | \$60,500.00 | \$61,000.00  |
| <b>14</b>                        | <b>3</b>  | \$59,500.00 | \$61,000.00 | \$61,500.00  |
| <b>13</b>                        | <b>4</b>  | \$60,000.00 | \$61,500.00 | \$62,000.00  |
| <b>12</b>                        | <b>5</b>  | \$62,000.00 | \$63,500.00 | \$64,000.00  |
| <b>11</b>                        | <b>6</b>  | \$62,750.00 | \$64,250.00 | \$64,750.00  |
| <b>10</b>                        | <b>7</b>  | \$65,750.00 | \$67,250.00 | \$67,750.00  |
| <b>9</b>                         | <b>8</b>  | \$68,250.00 | \$69,750.00 | \$70,250.00  |
| <b>8</b>                         | <b>9</b>  | \$72,250.00 | \$73,750.00 | \$74,250.00  |
| <b>7</b>                         | <b>10</b> | \$74,500.00 | \$76,000.00 | \$76,500.00  |
| <b>6</b>                         | <b>11</b> | \$76,500.00 | \$78,000.00 | \$78,500.00  |
| <b>5</b>                         | <b>12</b> | \$80,000.00 | \$81,500.00 | \$82,000.00  |
| <b>4</b>                         | <b>13</b> | \$83,000.00 | \$84,500.00 | \$85,000.00  |
| <b>3</b>                         | <b>14</b> | \$85,500.00 | \$87,000.00 | \$87,500.00  |
| <b>2</b>                         | <b>15</b> | \$89,500.00 | \$91,000.00 | \$91,500.00  |
| <b>1</b>                         | <b>16</b> | \$93,000.00 | \$94,500.00 | \$95,000.00  |
| <b>TOP</b>                       | <b>17</b> | \$98,000.00 | \$99,500.00 | \$100,000.00 |



## APPENDIX 8

### Summary of PPO Blue Benefits

On the chart below, you'll see what your plan pays for specific services. You may be responsible for a facility fee, clinic charge or similar fee or charge (in addition to any professional fees) if your office visit or service is provided at a location that qualifies as a hospital department or a satellite building of a hospital.

**The Pennsylvania Cyber Charter School**

**Group#015651-00,-01**

| Benefit                                                                                                                                                                                                              | Network                                                                                           | Out-of-Network                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------|
| <b>General Provisions</b>                                                                                                                                                                                            |                                                                                                   |                                 |
| Benefit Period(1) Calendar Year                                                                                                                                                                                      |                                                                                                   |                                 |
| <b>Deductible</b> (per benefit period)                                                                                                                                                                               |                                                                                                   |                                 |
| Individual                                                                                                                                                                                                           | \$200                                                                                             | \$400                           |
| Family                                                                                                                                                                                                               | \$400                                                                                             | \$800                           |
| <b>Plan Pays</b> - co-payment based on the plan allowance                                                                                                                                                            | 100% after deductible                                                                             | 70% after deductible            |
| <b>Out-of-Pocket Maximums</b> (Once met, plan pays 100% for the rest of the benefit period)                                                                                                                          |                                                                                                   |                                 |
| Individual                                                                                                                                                                                                           | None                                                                                              | \$1,000                         |
| Family                                                                                                                                                                                                               | None                                                                                              | \$2,000                         |
| <b>Total Maximum Out of Pocket</b> (Includes deductible, coinsurance, copays and other qualified medical expenses, Network only)(6) Once met, plan pays 100% of covered services for the rest of the benefit period. |                                                                                                   |                                 |
| Individual                                                                                                                                                                                                           | \$6,350                                                                                           | Not Applicable                  |
| Family                                                                                                                                                                                                               | \$12,700                                                                                          | Not Applicable                  |
| <b>Autism Spectrum Disorders (ASD) (2)</b>                                                                                                                                                                           | 100% after deductible                                                                             | 70% after deductible            |
| <b>Office/Clinic/Urgent Care Visits</b>                                                                                                                                                                              |                                                                                                   |                                 |
| <b>Retail Clinic Visits</b>                                                                                                                                                                                          | 100% after \$20 co-payment                                                                        | 70% after deductible            |
| <b>Primary Care Provider Office Visits</b>                                                                                                                                                                           | 100% after \$20 co-payment                                                                        | 70% after deductible            |
| <b>Specialist Office Visits</b>                                                                                                                                                                                      | 100% after \$20 co-payment                                                                        | 70% after deductible            |
| <b>Urgent Care Center Visits</b>                                                                                                                                                                                     | 100% after \$20 co-payment                                                                        | 70% after deductible            |
| <b>Telemedicine (7)</b>                                                                                                                                                                                              | 100% after \$20 co-payment                                                                        | Not covered                     |
| <b>Preventive Care(3)</b>                                                                                                                                                                                            |                                                                                                   |                                 |
| <b>Routine Adult</b>                                                                                                                                                                                                 |                                                                                                   |                                 |
| Physical exams                                                                                                                                                                                                       | 100% (deductible does not apply)                                                                  | Not Covered                     |
| Adult immunizations                                                                                                                                                                                                  | 100% (deductible does not apply)                                                                  | 70% after deductible            |
| Colorectal cancer screening                                                                                                                                                                                          | 100% (deductible does not apply)                                                                  | 70% after deductible            |
| Routine preventive exams including Pap tests                                                                                                                                                                         | 100% (deductible does not apply)                                                                  | 70% (deductible does not apply) |
| Mammograms, annual routine and medically necessary                                                                                                                                                                   | 100% (deductible does not apply)                                                                  | 70% after deductible            |
| Diagnostic services and procedures                                                                                                                                                                                   | 100% (deductible does not apply)                                                                  | 70% after deductible            |
| <b>Routine Pediatric</b>                                                                                                                                                                                             |                                                                                                   |                                 |
| Physical exams                                                                                                                                                                                                       | 100% (deductible does not apply)                                                                  | Not Covered                     |
| Pediatric immunizations                                                                                                                                                                                              | 100% (deductible does not apply)                                                                  | 70% (deductible does not apply) |
| Diagnostic services and procedures                                                                                                                                                                                   | 100% (deductible does not apply)                                                                  | 70% after deductible            |
| <b>Hospital and Medical/Surgical Expenses (including maternity)</b>                                                                                                                                                  |                                                                                                   |                                 |
| <b>Hospital Inpatient</b>                                                                                                                                                                                            |                                                                                                   |                                 |
| <b>Hospital Outpatient</b>                                                                                                                                                                                           |                                                                                                   |                                 |
| <b>Maternity</b> (non-preventive facility & professional services)                                                                                                                                                   | 100% after deductible                                                                             | 70% after deductible            |
| <b>Medical/Surgical (except office visits)</b>                                                                                                                                                                       |                                                                                                   |                                 |
| <b>Emergency Services</b>                                                                                                                                                                                            |                                                                                                   |                                 |
| <b>Emergency Room Services</b>                                                                                                                                                                                       | 100% after \$75 copayment (waived if admitted)                                                    |                                 |
| <b>Ambulance</b>                                                                                                                                                                                                     | 100% after deductible                                                                             | 70% after deductible            |
| <b>Therapy and Rehabilitation Services</b>                                                                                                                                                                           |                                                                                                   |                                 |
| <b>Physical Medicine</b>                                                                                                                                                                                             | 100% after deductible<br>Note: Specialist office visit may apply if an office visit is billed     | 70% after deductible            |
| <b>Respiratory Therapy</b>                                                                                                                                                                                           | 100% after deductible                                                                             | 70% after deductible            |
| <b>Speech &amp; Occupational Therapy</b>                                                                                                                                                                             | 100% after deductible<br>Note: Specialist office visit may apply if an office visit is billed     | 70% after deductible            |
| <b>Spinal Manipulations</b>                                                                                                                                                                                          | 100% after \$20 copayment<br>Note: Specialist office visit may apply if an office visit is billed | 70% after deductible            |
| Limit: 20 visits/benefit period                                                                                                                                                                                      |                                                                                                   |                                 |

| Benefit                                                                                                   | Network                        | Out-of-Network                |
|-----------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------|
| <b>Other Therapy Services</b> (Cardiac Rehab, Infusion Therapy, Chemotherapy, Radiation Therapy and Dialy | 100% after deductible          | 70% after deductible          |
| <b>--- Mental Health/Substance Abuse</b>                                                                  |                                |                               |
| <b>Inpatient Detoxification/Rehabilitation</b>                                                            | 100% after deductible          | 70% after deductible          |
| <b>Outpatient</b>                                                                                         | 100%/deductible does not apply | 70%/deductible does not apply |
| <b>Other Services</b>                                                                                     |                                |                               |
| <b>Applied Behavior Analysis for Autism Spectrum Disorders/2)</b>                                         | 100% after deductible          | 70% after deductible          |
| <b>Assisted Fertilization Procedures</b>                                                                  | Not Covered                    |                               |
| <b>Dental Services Related to Accidental Injury</b>                                                       | 100% after deductible          | 70% after deductible          |
| <b>Diagnostic Services</b>                                                                                |                                |                               |
| <i>Advanced Imaging (MRI, CAT, PET, scan, etc.)</i>                                                       | 100% after deductible          | 70% after deductible          |
| <i>Basic Diagnostic Services (standard imaging, diagnostic medical lab/pathology, allergen testing)</i>   | 100% after deductible          | 70% after deductible          |
| <b>Durable Medical Equipment, Orthotics and Prosthetics</b>                                               |                                |                               |
| <b>Home Health care</b>                                                                                   | 100% after deductible          | 70% after deductible          |
| <b>Hospice</b>                                                                                            |                                |                               |
| <b>Inpatient Counseling, Testing and Treatment/4)</b>                                                     |                                |                               |
| <b>Private Duty Nursing</b>                                                                               | 100% after Network deductible  |                               |
| <b>Skilled Nursing Facility Care</b>                                                                      | 100% after deductible          | 70% after deductible          |
| <b>Transplant Services</b>                                                                                | 100% after deductible          | 70% after deductible          |
| <b>Precertification Requirements/51</b>                                                                   | Yes                            |                               |

- (1) Your group's benefit period is based on a Calendar Year which runs from January 1 to December 31.
- (2) Coverage for eligible members to age 21. Services will be paid according to the benefit category (e.g. speech therapy). Treatment for autism spectrum disorders does not reduce visit/day limits.
- (3) Services are limited to those listed on the Highmark Preventive Schedule. Gender, age and frequency limits may apply.
- (4) Treatment includes coverage for the correction of a physical or medical problem associated with infertility. Infertility drug therapy may or may not be covered depending on your group's prescription drug program.
- (5) Highmark Medical Management & Policy (MM&P) must be contacted prior to a planned inpatient admission or within 48 hours of an emergency or maternity-related inpatient admission. **Be sure to verify that your provider is contacting MM&P for precertification. If not, you are responsible for contacting MM&P.** If this does not occur and it is later determined that all or part of the inpatient stay was not medically necessary or appropriate, you will be responsible for payment of any costs not covered.
- (6) Effective with plan years beginning on or after January 1, 2014, the Network Total Maximum Out-of-Pocket as mandated by the federal government must include deductible, coinsurance, copays, and any qualified medical expenses. The Total Maximum Out-of-Pocket cannot be more than \$6,350 for individual and \$12,700 for two or more persons.
- (7) Services are provided for acute care for minor illnesses. Services must be performed by a Highmark approved telemedicine provider. Virtual Behavioral Health visits provided by a Highmark approved telemedicine provider are eligible under Outpatient Mental Health benefit.

**PA Cyber Charter School  
PPO - Premium Network**  
**Deductible:** \$200 / \$400  
**Coinsurance:** 0%  
**Total Annual Out-of-Pocket:** \$6,350 / \$12,700

**Primary Care Provider:** \$20 Copayment per visit  
**Specialist:** \$20 Copayment per visit  
**Emergency Department:** \$75 Copayment per visit  
**Urgent Care Facility:** \$20 Copayment per visit

This Schedule of Benefits will be an important part of your Certificate of Coverage (COC) or your Summary Plan Description (SPD). If your plan has an SPD, it is issued by your employer or labor trust fund. It is not issued by UPMC Health Plan. It is important that you review and understand your COC and/or SPD because they describe in detail the services your plan covers. The Schedule of Benefits describes what you pay for those services.

your COC and/or SPD. Criteria may include Prior Authorization requirements.

Please note that your plan may not cover all of your health care expenses, such as Copayments and Coinsurance. To understand what your plan covers, review your COC and/or SPD. You may also have Riders and Amendments that expand or restrict your benefits.

For Covered Services to be paid at the level described in your Schedule of Benefits, they must be Medically Necessary.

If you have any questions about your benefits, or would like to find a Participating Provider near you, **visit [www.upmchealthplan.com](http://www.upmchealthplan.com)**. You can also call UPMC Health Plan Member Services at the phone number on the back of your member ID card.

They must also meet all other criteria described in

For more information on your plan, please refer to the final page of this document.

| Plan Information                     | Participating Provider       | Non-Participating Provider                                                                                                                                          |
|--------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Benefit Period                       | Plan Year                    |                                                                                                                                                                     |
| Primary Care Provider (PCP) Required | Encouraged, but not required |                                                                                                                                                                     |
| Prior Authorization Requirements     | Provider Responsibility      | Member Responsibility                                                                                                                                               |
|                                      |                              | If you fail to obtain Prior Authorization for certain services, you may not be eligible for reimbursement under your plan. Please see additional information below. |

| Member Cost Sharing      | Participating Provider | Non-Participating Provider |
|--------------------------|------------------------|----------------------------|
| <b>Annual Deductible</b> |                        |                            |
| Individual               | \$200                  | \$400                      |
| Family                   | \$400                  | \$800                      |



| Member Cost Sharing                                                                                                                                                                                                                                                                                     | Participating Provider                                           | Non-Participating Provider    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------|
| Your plan has an embedded Deductible, which means the plan pays for Covered Services in these two scenarios - whichever comes first:                                                                                                                                                                    |                                                                  |                               |
| *When an individual family member reaches his or her individual Deductible. At this point, only that person is considered to have met the Deductible; OR                                                                                                                                                |                                                                  |                               |
| *When a combination of family members' expenses reaches the family Deductible. At this point, all covered family members are considered to have met the Deductible.                                                                                                                                     |                                                                  |                               |
| Deductible applies to all Covered Services you receive during the Benefit Period, unless the service is specifically excluded.                                                                                                                                                                          |                                                                  |                               |
| <b>Coinsurance</b>                                                                                                                                                                                                                                                                                      |                                                                  |                               |
|                                                                                                                                                                                                                                                                                                         | You pay \$0 after Deductible.                                    | You pay 30% after Deductible. |
|                                                                                                                                                                                                                                                                                                         | Copayments may apply to certain Participating Provider services. |                               |
| Any covered services for which cost-sharing is not specified in the "Covered Services" table below will pay subject to the applicable Deductible and Coinsurance identified above.                                                                                                                      |                                                                  |                               |
| <b>Annual Coinsurance Limit</b>                                                                                                                                                                                                                                                                         |                                                                  |                               |
| Individual                                                                                                                                                                                                                                                                                              | \$0                                                              | \$1,000                       |
| Family                                                                                                                                                                                                                                                                                                  | \$0                                                              | \$2,000                       |
| The Annual Coinsurance Limit is the maximum amount you will have to pay in Coinsurance before your benefits are covered without a Coinsurance cost share. Any amount paid in Coinsurance during the plan year will be applied towards the satisfaction of your plan's Total Annual Out-of-Pocket Limit. |                                                                  |                               |
| <b>Total Annual Out-of-Pocket Limit</b>                                                                                                                                                                                                                                                                 |                                                                  |                               |
| Individual                                                                                                                                                                                                                                                                                              | \$6,350                                                          | Not applicable                |
| Family                                                                                                                                                                                                                                                                                                  | \$12,700                                                         | Not applicable                |
| Your plan has an embedded Out-of-Pocket Limit, which means the Out-of-Pocket Limit is satisfied in one of two ways - whichever comes first:                                                                                                                                                             |                                                                  |                               |
| *When an individual within a family reaches his or her individual Out-of-Pocket Limit. At this point, only that person will have Covered Services paid at 100% for the remainder of the Benefit Period; OR                                                                                              |                                                                  |                               |
| *When a combination of family members' expenses reaches the family Out-of-Pocket Limit. At this point, all covered family members are considered to have met the Out-of-Pocket Limit and Covered Services will be paid at 100% for the remainder of the Benefit Period.                                 |                                                                  |                               |
| Out-of-Pocket costs (Copayments, Coinsurance, and Deductibles) for Covered Services apply toward satisfaction of the Out-of-Pocket Limit specified in this Schedule of Benefits. NOTE: For Covered Services rendered by Non-Participating Providers, only Coinsurance applies toward this Limit.        |                                                                  |                               |

| Preventive Services                                                                                                                                                                             | Participating Provider        | Non-Participating Provider              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------|
| <b>Preventive Services will be covered in compliance with requirements under the Affordable Care Act (ACA). Please refer to the Preventive Services Reference Guide for additional details.</b> |                               |                                         |
| Pediatric preventive/health screening examination                                                                                                                                               | Covered at 100%; you pay \$0. | Not Covered                             |
| Pediatric immunizations                                                                                                                                                                         | Covered at 100%; you pay \$0. | You pay 30%. Deductible does not apply. |
| Well-baby visits                                                                                                                                                                                | Covered at 100%; you pay \$0. | Not Covered                             |
| Adult preventive/health screening examination                                                                                                                                                   | Covered at 100%; you pay \$0. | Not Covered                             |
| Adult immunizations required by the ACA to be covered at no cost-sharing                                                                                                                        | Covered at 100%; you pay \$0. | You pay 30%. Deductible does not apply. |

| <b>Preventive Services</b>                             | <b>Participating Provider</b> | <b>Non-Participating Provider</b>       |
|--------------------------------------------------------|-------------------------------|-----------------------------------------|
| Routine gynecological exam, including, 11; a Pap test  | Covered at 100%; you pay \$0. | You pay 30%. Deductible does not apply. |
| Mammograms, annual routine and medically necessary     | Covered at 100%; you pay \$0. | You pay 30% after Deductible.           |
| Diagnostic services and procedures required by the ACA | Covered at 100%; you pay \$0. | You pay 30% after Deductible.           |

| <b>Covered Services</b>                                                                                                                                                                                                                                                                                                                                                                                     | <b>Participating Provider</b>                     | <b>Non-Participating Provider</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------|
| <b>Hospital Services</b>                                                                                                                                                                                                                                                                                                                                                                                    |                                                   |                                   |
| Hospital inpatient                                                                                                                                                                                                                                                                                                                                                                                          | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| Outpatient/Ambulatory surgery                                                                                                                                                                                                                                                                                                                                                                               | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| Observation stay                                                                                                                                                                                                                                                                                                                                                                                            | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| Maternity - hospital services associated with delivery                                                                                                                                                                                                                                                                                                                                                      | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| <b>Emergency Services</b>                                                                                                                                                                                                                                                                                                                                                                                   |                                                   |                                   |
| Emergency department                                                                                                                                                                                                                                                                                                                                                                                        | You pay \$75 Copayment per visit.                 |                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                             | Copayment waived if you are admitted to hospital. |                                   |
| Emergency transportation                                                                                                                                                                                                                                                                                                                                                                                    | You pay \$0 after Deductible.                     |                                   |
| <b>Surgical Services</b>                                                                                                                                                                                                                                                                                                                                                                                    |                                                   |                                   |
| Surgical services (professional provider services)                                                                                                                                                                                                                                                                                                                                                          | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| <b>Provider Medical Services</b>                                                                                                                                                                                                                                                                                                                                                                            |                                                   |                                   |
| Inpatient medical care visits, intensive medical care, consultation, and newborn care                                                                                                                                                                                                                                                                                                                       | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| Adult immunizations not required to be covered by the ACA                                                                                                                                                                                                                                                                                                                                                   | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| Primary care provider office visit                                                                                                                                                                                                                                                                                                                                                                          | You pay \$20 Copayment per visit.                 | You pay 30% after Deductible.     |
| Specialist office visit                                                                                                                                                                                                                                                                                                                                                                                     | You pay \$20 Copayment per visit.                 | You pay 30% after Deductible.     |
| Convenience care visit                                                                                                                                                                                                                                                                                                                                                                                      | You pay \$20 Copayment per visit.                 | You pay 30% after Deductible.     |
| Urgent care facility                                                                                                                                                                                                                                                                                                                                                                                        | You pay \$20 Copayment per visit.                 | You pay 30% after Deductible.     |
| <b>Virtual Visits</b>                                                                                                                                                                                                                                                                                                                                                                                       |                                                   |                                   |
| UPMC AnywhereCare - Virtual Urgent Care and Children's AnywhereCare                                                                                                                                                                                                                                                                                                                                         | You pay \$5 Copayment per visit.                  | You pay 30% after Deductible.     |
| Virtual visit - Primary Care                                                                                                                                                                                                                                                                                                                                                                                | You pay \$10 Copayment per visit.                 | You pay 30% after Deductible.     |
| Virtual visit - Specialist                                                                                                                                                                                                                                                                                                                                                                                  | You pay \$10 Copayment per visit.                 | You pay 30% after Deductible.     |
| Virtual visit - Behavioral Health                                                                                                                                                                                                                                                                                                                                                                           | Covered at 100%; you pay \$0.                     | You pay 30% after Deductible.     |
| <b>UPMC MyHealth 24/7 Nurse Line</b>                                                                                                                                                                                                                                                                                                                                                                        |                                                   |                                   |
| If you would like to speak to a registered nurse about a specific health concern or when to seek treatment, call our UPMC MyHealth 24/7 Nurse Line at 1-866-918-1591 (TTY: 711) for care 365 days/year. You may also send an email for non-urgent issues using the web nurse request system at <a href="http://www.upmchealthplan.com">www.upmchealthplan.com</a> and a nurse will respond within 24 hours. |                                                   |                                   |
| <b>Allergy Services</b>                                                                                                                                                                                                                                                                                                                                                                                     |                                                   |                                   |
| Treatment injections, and serum                                                                                                                                                                                                                                                                                                                                                                             | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |
| <b>Diagnostic Services</b>                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |                                   |
| Advanced imaging (e.g., PET, MRI)                                                                                                                                                                                                                                                                                                                                                                           | You pay \$0 after Deductible.                     | You pay 30% after Deductible.     |

| Covered Services                                                                                                                                          | Participating Provider                      | Non-Participating Provider              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------|
| Other imaging (e.g., x-ray, sonogram)                                                                                                                     | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Laboratory services                                                                                                                                       | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Diagnostic testing                                                                                                                                        | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| <b>Rehabilitation Therapy Services</b>                                                                                                                    |                                             |                                         |
| Note: See the Behavioral Health Services section below for Rehabilitation Therapy services prescribed for the treatment of a Behavioral Health condition. |                                             |                                         |
| Physical and occupational therapy                                                                                                                         | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Speech therapy                                                                                                                                            | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Cardiac rehabilitation                                                                                                                                    | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
|                                                                                                                                                           | Covered up to 12 weeks per Benefit Period.  |                                         |
| Pulmonary rehabilitation                                                                                                                                  | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
|                                                                                                                                                           | Covered up to 24 visits per Benefit Period. |                                         |
| <b>Habilitation Therapy Services</b>                                                                                                                      |                                             |                                         |
| Note: See the Behavioral Health Services section below for Habilitation Therapy services prescribed for the treatment of a Behavioral Health condition.   |                                             |                                         |
| Physical and occupational therapy                                                                                                                         | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Speech therapy                                                                                                                                            | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| <b>Medical Therapy Services</b>                                                                                                                           |                                             |                                         |
| Chemotherapy, radiation therapy, dialysis therapy                                                                                                         | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Injectable, infusion therapy, or other drugs administered or provided by a medical professional in an outpatient or office setting                        | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| <b>Pain Management</b>                                                                                                                                    |                                             |                                         |
| Pain management program                                                                                                                                   | You pay \$20 Copayment per visit.           | You pay 30% after Deductible.           |
| <b>Behavioral Health (Mental Health and Substance Use Disorder) Services</b>                                                                              |                                             |                                         |
| Contact UPMC Health Plan Behavioral Health Services at 1-888-251-0083.                                                                                    |                                             |                                         |
| Inpatient services (including inpatient hospital services, inpatient rehabilitation, detoxification, non-hospital residential treatment)                  | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Office visits, including psychotherapy and counseling                                                                                                     | Covered at 100%; you pay \$0.               | You pay 30%. Deductible does not apply. |
| Outpatient services (includes intensive outpatient and partial hospitalization programs)                                                                  | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Laboratory services related to a Behavioral Health condition                                                                                              | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |
| Physical, occupational, or speech therapy related to a Behavioral Health condition                                                                        | Covered at 100%; you pay \$0.               | You pay 30%. Deductible does not apply. |
|                                                                                                                                                           | Visit limits do not apply.                  |                                         |
| <b>Other Medical Services</b>                                                                                                                             |                                             |                                         |
| Refer to the Certificate of Coverage (COC) for specific Benefit Limitations that may apply to the services listed below.                                  |                                             |                                         |
| Acupuncture                                                                                                                                               | You pay \$0 after Deductible.               | You pay 30% after Deductible.           |

| Covered Services                                                                                                                                                                                 | Participating Provider                                                                                | Non-Participating Provider              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------|
|                                                                                                                                                                                                  | Covered up to 12 visits per Benefit Period.                                                           |                                         |
| Applied behavior analysis for the treatment of Autism Spectrum Disorder                                                                                                                          | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Corrective appliances                                                                                                                                                                            | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Dental services related to accidental injury                                                                                                                                                     | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Durable medical equipment                                                                                                                                                                        | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Fertility testing                                                                                                                                                                                | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Home health care                                                                                                                                                                                 | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Hospice care                                                                                                                                                                                     | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Medical nutrition therapy                                                                                                                                                                        | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Nutritional counseling                                                                                                                                                                           | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
|                                                                                                                                                                                                  | Covered up to two visits per Benefit Period.                                                          |                                         |
| Nutritional products                                                                                                                                                                             | Covered at 100%; you pay \$0.                                                                         | You pay 30%. Deductible does not apply. |
|                                                                                                                                                                                                  | Nutritional products for the treatment of PKU and related disorders are not subject to Deductible.    |                                         |
| Oral surgical services                                                                                                                                                                           | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Podiatry care                                                                                                                                                                                    | You pay \$20 Copayment per visit.                                                                     | You pay 30% after Deductible.           |
| Private duty nursing                                                                                                                                                                             | You pay \$0 after Deductible.                                                                         |                                         |
| Skilled nursing facility                                                                                                                                                                         | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |
| Therapeutic manipulation                                                                                                                                                                         | You pay \$20 Copayment per visit.                                                                     | You pay 30% after Deductible.           |
|                                                                                                                                                                                                  | Covered up to 20 visits per Benefit Period.                                                           |                                         |
| <b>Diabetic Equipment, Supplies, and Education</b>                                                                                                                                               |                                                                                                       |                                         |
| Diabetic equipment and supplies (NOTE: If you have prescription drug coverage through a program other than Express Scripts, Inc., that plan will pay for diabetic supplies and equipment first.) |                                                                                                       |                                         |
| Glucose meter, test strips, and lancets, insulin and syringes                                                                                                                                    | Must be obtained at a Participating Pharmacy. See applicable pharmacy rider for coverage information. |                                         |
| Diabetic education                                                                                                                                                                               | You pay \$0 after Deductible.                                                                         | You pay 30% after Deductible.           |

**Prior Authorization for out-of-network services**

Certain out-of-network non-emergent care must be Prior Authorized in order to be eligible for reimbursement under your plan. This means you must contact UPMC Health Plan and obtain Prior Authorization before receiving services. A list of services that must be Prior Authorized is available 24/7 on our website at [www.upmchealthplan.com](http://www.upmchealthplan.com). You can also contact Member Services by calling the phone number on the back of your member ID card. Your out-of-network provider may also access this list at [www.upmchealthplan.com](http://www.upmchealthplan.com) or your provider may call Provider Services at 1-866-918-1595 to initiate the Prior Authorization process on your behalf. Regardless, you must confirm that Prior Authorization has been given in advance of your receiving services in order for those services to be eligible for reimbursement in accordance with your plan. Please note, the list of services that require Prior Authorization is subject to change throughout the year. You are responsible for verifying you have the most current information as of your date of service.

The capitalized words and phrases in this Schedule of Benefits mean the same as they do in your Certificate of



Coverage (COC). Also, the headings under the Covered Services section are the same as those in your COC.

At all times, UPMC Health Plan administers the coverage described in this document in full compliance with applicable laws and regulations. If any part of this Schedule of Benefits conflicts with any applicable law, regulation, or other controlling authority, the requirements of that authority will prevail.

Your plan documents will always include the Schedule of Benefits, the COC, and the Summary of Benefits and Coverage. You can log into MyHealth Online to view these documents. If you have questions, call Member Services.

UPMC Health Plan is the marketing name used to refer to the following companies, which are licensed to issue individual and group health insurance products or which provide third party administration services for group health plans: UPMC Health Network Inc., UPMC Health Options Inc., UPMC Health Coverage Inc., UPMC Health Plan Inc., UPMC Health Benefits Inc., UPMC *for You* Inc., Community Care Behavioral Health Organization, and/or UPMC Benefit Management Services Inc.

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**UPMC** Health Plan  
U.S. Steel Tower  
600 Grant Street  
Pittsburgh, PA 15219

[www.upmchealthplan.com](http://www.upmchealthplan.com)

## APPENDIX C

## BENEFITS AT A GLANCE

The Long Term Disability policy provides benefits to replace a portion of **your** income while **you** are disabled. The amount **you** receive is based on the amount **you** earned before **your** disability began, subject to all policy provisions.

**EMPLOYER:** The Pennsylvania Cyber Charter School  
**GROUP POLICY NUMBER:** 73264-BLTD2011

### ELIGIBLE CLASS(ES)

All full-time **employees** in **active employment** with the **Employer** in the United States.

**You** must be an **employee** of the **Employer** and in an eligible class.

Temporary and seasonal workers are excluded from coverage.

### MINIMUM HOURS REQUIREMENT

30 hours per week

### WAITING PERIOD

For persons in an eligible class on or before the policy effective date: None  
For persons entering an eligible class after the policy effective date: None

### WHO PAYS FOR THE COVERAGE

**Your Employer** pays the cost of **your** coverage.

### WAIVER OF PREMIUM

**We** do not require premium payments for **your** coverage while **you** are receiving or are entitled to receive Long Tenn Disability payments under the policy.

### ELIMINATION PERIOD

The latest of the following:

- 90 consecutive days for disability due to **injury**.
- 90 consecutive days for disability due to **sickness**.
- The date **your salary continuation or accumulated sick leave** payments end, if applicable.

The elimination period begins on the first day of **your** disability.

Benefits for a **payable claim** begin the day after the elimination period is completed.

### ACCUMULATION OF ELIMINATION PERIOD

Accumulation period: 180 consecutive days.

The elimination period and the accumulation period begin on the first day of **your** disability.

Benefits for a **payable claim** begin the day after the elimination period is completed.

### MONTHLY BENEFIT

60% of monthly earnings to a maximum benefit of \$6,000 per month.

Your benefit may be reduced by any deductible sources of income and disability earnings. Some disabilities may not be covered or may have limited coverage under the policy.

### MONTHLY EARNINGS

Monthly earnings means your gross monthly income from your Employer in effect just prior to your date of disability. It includes your total income before taxes, and any deductions made for pre-tax contributions to a qualified deferred compensation plan, Section 125 plan, or flexible spending account. It does not include income received from commissions, bonuses, overtime pay, any other extra compensation, or income received from sources other than your Employer.

## BENEFITS AT A GLANCE

Earnings, whether for a full year or partial year, will be converted to a monthly amount for the purpose of calculating the **monthly payment**.

### MAXIMUM PERIOD OF PAYMENT

For a disability which begins before **you** reach age 60, the **maximum period of payment** will be until the Social Security Normal Retirement Age (SSNRA) as shown in the following table:

| Year of Birth        | Social Security Normal Retirement Age<br>(SSNRA) |
|----------------------|--------------------------------------------------|
| Before 1938 .....    | 65 years                                         |
| 1938 .....           | 65 years and 2 months                            |
| 1939 .....           | 65 years and 4 months                            |
| 1940 .....           | 65 years and 6 months                            |
| 1941 .....           | 65 years and 8 months                            |
| 1942 .....           | 65 years and 10 months                           |
| 1943-1954 .....      | 66 years                                         |
| 1955 .....           | 66 years and 2 months                            |
| 1956 .....           | 66 years and 4 months                            |
| 1957 .....           | 66 years and 6 months                            |
| 1958 .....           | 66 years and 8 months                            |
| 1959 .....           | 66 years and 10 months                           |
| 1960 and after ..... | 67 years                                         |

For a disability which starts on or after **you** reach age 60, the **maximum period of payment** will be determined according to the following table:

| Your Age When Disability Begins | Maximum Period of Payment                                 |
|---------------------------------|-----------------------------------------------------------|
| Age 60 .....                    | 60 months or to SSNRA <sup>1</sup> , whichever is greater |
| Age 61 .....                    | 48 months or to SSNRA <sup>1</sup> , whichever is greater |
| Age 62 .....                    | 42 months or to SSNRA <sup>1</sup> , whichever is greater |
| Age 63 .....                    | 36 months or to SSNRA <sup>1</sup> , whichever is greater |
| Age 64 .....                    | 30 months or to SSNRA <sup>1</sup> , whichever is greater |
| Age 65 .....                    | 24 months                                                 |
| Age 66 .....                    | 21 months                                                 |
| Age 67 .....                    | 18 months                                                 |
| Age 68 .....                    | 15 months                                                 |
| Age 69 and over .....           | 12 months                                                 |

<sup>1</sup>Age at which **you** are entitled to unreduced Social Security benefits based on the Social Security Amendments of 1983.

### REGULAR OCCUPATION PERIOD

3 Year(s)

### TOTAL BENEFIT CAP

If you are eligible to receive payments under the policy in addition to your monthly payment, the total benefit payable to **you** on a monthly basis (including all benefits provided under the policy) will not exceed 100% of **your monthly earnings**. However, if **you** are participating in a **vocational rehabilitation plan**, the total benefit payable to **you** on a monthly basis (including all benefits provided under the policy) will not exceed 110% of **your monthly earnings**.

## BENEFITS AT A GLANCE

The above items are only highlights of the policy. For a **full** description of your coverage, including any additional benefits, exclusions or limitations that may apply, continue reading your Certificate of Coverage.

## APPENDIX D

## SCHEDULE OF BENEFITS

**EMPLOYER:** The Pennsylvania Cyber Charter School  
**GROUP POLICY NUMBER:** 73264-8STD2

### ELIGIBLE CLASS(ES)

All Full-Time Employees in Active Employment with the Employer in the United States.

You must be an Employee of the Employer and in an eligible class.

Temporary workers are excluded from coverage.  
Seasonal workers are excluded from coverage.

### MINIMUM HOURS REQUIREMENT

Employees: 30 hours per week

### ELIGIBILITY WAITING PERIOD

For persons in an eligible class on or before the Policy Effective Date: None  
For persons entering an eligible class after the Policy Effective Date: None

### WHO PAYS FOR THE COVERAGE

The Employer pays the cost of your coverage.

### ELIMINATION PERIOD

14 consecutive days.

The elimination period begins on the first day of your Disability.

Benefits for a Payable Claim begin the *day* after the elimination period is completed.

**MAXIMUM BENEFIT** The Maximum Benefit is: \$1000 per week.

### WEEKLY BENEFIT

60% or Weekly Earnings to a Maximum Benefit of \$1000 per week.

Your benefit may be reduced by any Deductible Sources of Income and Disability Earnings. Some Disabilities may not be covered or may have limited coverage under the Policy.

### WEEKLY EARNINGS

Weekly Earnings means your gross weekly income from your Employer in effect just prior to your date of Disability. It includes your total income before taxes and any deductions made for pre-tax contributions to a qualified deferred compensation plan, Section 125 plan, flexible spending account or health savings account. It does not include income received from commissions, bonuses, overtime pay, any other extra compensation, or income received from sources other than your Employer.

Earnings, whether for a full year or partial year, will be converted to a weekly amount for the purpose of calculating the Weekly Payment.

### MAXIMUM PERIOD OF PAYMENT

11 weeks

**SUPPORT SERVICES**

The Policy may include enrollment, risk management and other support services related to the Policyholder's benefit program.



## APPENDIX E

| First Name | Last Name | Classification Code | Step July 1, 2023 | Salary 2023-2024 |
|------------|-----------|---------------------|-------------------|------------------|
| Jessica    | Altman    | SEME                | 10                | \$74,000.00      |
| Jane       | Anderson  | SEME                | 6                 | \$62,000.00      |
| Gina       | Anitori   | SEBE                | 6                 | \$60,500.00      |
| Lisa       | Arnold    | SEME30              | 13                | \$82,000.00      |
| Cara       | Atkinson  | SEME                | 2                 | \$55,500.00      |
| Nicole     | Basile    | SEBE                | 6                 | \$60,500.00      |
| Rachel     | Becker    | SEBE                | 1                 | \$53,000.00      |
| Chris      | Becker    | SEME30              | 17                | \$94,000.00      |
| Lindsey    | Beegle    | SEME                | 17                | \$93,500.00      |
| Amanda     | Bell      | SEBE                | 9                 | \$70,000.00      |
| Justine    | Bevins    | SEBE                | 10                | \$72,500.00      |
| Jessica    | Black     | SEBE                | 6                 | \$60,500.00      |
| Nichole    | Blackmore | SEME                | 8                 | \$68,000.00      |
| Kaitlvnn   | Bover     | SEBE                | 12                | \$76,500.00      |
| Jessica    | Bridge    | SEME                | 6                 | \$62,000.00      |
| Andrea     | Brittner  | SEME                | 4                 | \$57,500.00      |
| Sara       | Bryan     | SEBE                | 11                | \$74,500.00      |
| Carly      | Bryson    | SEBE                | 2                 | \$54,000.00      |
| Elaina     | Campbell  | SEME                | 10                | \$74,000.00      |
| Allison    | Carland   | SEBE                | 12                | \$76,500.00      |
| Nicole     | Carson    | SEME                | 6                 | \$62,000.00      |
| Meghan     | Checkan   | SEME                | 6                 | \$62,000.00      |
| Amy        | Checkan   | SEBE                | 11                | \$74,500.00      |
| Erin       | Cheddar   | SEBE                | 14                | \$83,000.00      |
| Kinsey     | Cherok    | SEBE                | 12                | \$76,500.00      |
| Janine     | Coble     | SEBE                | 11                | \$74,500.00      |
| Vickey     | Corak     | SEBE                | 7                 | \$63,500.00      |
| Kristv     | Covne     | SEME                | 8                 | \$68,000.00      |
| Meagan     | Crawford  | SEME                | 6                 | \$62,000.00      |
| Ashley     | Crook     | SEME                | 13                | \$81,500.00      |
| Erica      | DeArment  | SEBE                | 3                 | \$55,000.00      |
| Brooke     | DeRose    | SEBE                | 4                 | \$56,000.00      |
| Justin     | DeWitt    | SEBE                | 16                | \$89,000.00      |
| Amanda     | Dunst     | SEBE                | 1                 | \$53,000.00      |
| Kara       | Eckels    | SEME30              | 6                 | \$62,500.00      |
| Brianna    | Estel     | SEME                | 6                 | \$62,000.00      |
| Jenny      | Fath      | SEBE                | 16                | \$89,000.00      |
| Julie      | Fisher    | SEBE                | 17                | \$92,000.00      |
| Maria      | Frem      | SEBE                | 5                 | \$58,500.00      |
| Sarah      | Fritz     | SEBE                | 9                 | \$70,000.00      |
| Laura      | Giering   | SEME                | 10                | \$74,000.00      |
| Taylor     | Guthrie   | SEME                | 6                 | \$62,000.00      |
| Elizabeth  | Hainaut   | SEME30              | 6                 | \$62,500.00      |
| Beth       | Haus      | SEBE                | 13                | \$80,000.00      |
| Kristin    | Helf      | SEBE                | 10                | \$72,500.00      |

|            |             |      |    |             |
|------------|-------------|------|----|-------------|
| Emily      | Hockensmith | SEBE | 13 | \$80,000.00 |
| Stephanie  | Holtz       | SEBE | 10 | \$72,500.00 |
| Shenandoah | Hoskinson   | SEME | 6  | \$62,000.00 |
| Nina       | Hronas      | SEME | 17 | \$93,500.00 |
| Bonnie     | Hunter      | SEBE | 12 | \$76,500.00 |
| Hollv      | Hurlock     | SEME | 10 | \$74,000.00 |
| Jaymie     | Jamison     | SEME | 7  | \$65,000.00 |
| Kristin    | Jeffers     | SEME | 10 | \$74,000.00 |
| Kayla      | Johnson     | SEBE | 5  | \$58,500.00 |
| Jessica    | Karas       | SEBE | 8  | \$66,500.00 |
| Jamie      | Kotuby      | SEBE | 10 | \$72,500.00 |
| Patricia   | Kozimer     | SEME | 10 | \$74,000.00 |
| Kaylee     | Lake        | SEME | 11 | \$76,000.00 |
| Drew       | Lewis       | SEBE | 4  | \$56,000.00 |
| Lacey      | Lodovico    | SEME | 11 | \$76,000.00 |
| Christine  | Lupinacci   | SEBE | 7  | \$63,500.00 |
| Kvlie      | Malesic     | SEME | 6  | \$62,000.00 |
| Marissa    | Mangie      | SEME | 7  | \$65,000.00 |
| Teresa     | Martin      | SEME | 13 | \$81,500.00 |
| Jennifer   | Masterson   | SEBE | 4  | \$56,000.00 |
| Jeffrey    | Maurizi     | SEBE | 9  | \$70,000.00 |
| Krista     | McGee       | SEME | 5  | \$60,000.00 |
| Jessica    | Medich      | SEBE | 10 | \$72,500.00 |
| Noah       | Medich      | SEME | 10 | \$74,000.00 |
| Brittany   | Mentel      | SEME | 14 | \$84,500.00 |
| Kelly      | Mesko       | SEME | 12 | \$78,000.00 |
| Dena       | Mihalsky    | SEBE | 9  | \$70,000.00 |
| Jennifer   | Miller      | SEBE | 6  | \$60,500.00 |
| Sarah      | Miller      | SEBE | 6  | \$60,500.00 |
| Lynda      | Mineard     | SEME | 17 | \$93,500.00 |
| Catherine  | Mininni     | SEBE | 6  | \$60,500.00 |
| Edward     | Monahan     | SEME | 5  | \$60,000.00 |
| Timothy    | Moore       | SEME | 8  | \$68,000.00 |
| Bethanie   | Moreschi    | SEBE | 7  | \$63,500.00 |
| Jeffrey    | Musher      | SEME | 6  | \$62,000.00 |
| Sean       | Nagle       | SEME | 13 | \$81,500.00 |
| Leah       | Nocera      | SEBE | 8  | \$66,500.00 |
| Audrey     | Noland      | SEME | 15 | \$87,500.00 |
| Sarah      | Ochtun      | SEBE | 16 | \$89,000.00 |
| Sarah      | Peck        | SEME | 11 | \$76,000.00 |
| Jessie     | Peterson    | SEME | 8  | \$68,000.00 |
| Chelsea    | Phillips    | SEBE | 12 | \$76,500.00 |
| Julianne   | Pitzer      | SEBE | 10 | \$72,500.00 |
| David      | Prezqay     | SEME | 8  | \$68,000.00 |
| Brittany   | Prisuta     | SEBE | 10 | \$72,500.00 |
| Dayna      | Raber       | SEBE | 5  | \$58,500.00 |
| Meagan     | Rankin      | SEBE | 10 | \$72,500.00 |
| Kelly      | Rape        | SEBE | 10 | \$72,500.00 |

|            |           |        |    |             |
|------------|-----------|--------|----|-------------|
| Danielle   | Reda      | SEBE   | 10 | \$72,500.00 |
| Michelle   | Ritton    | SEME   | 4  | \$57,500.00 |
| Tiffanv    | Robinson  | SEBE   | 6  | \$60,500.00 |
| Brooklynne | Rochna    | SEME   | 6  | \$62,000.00 |
| Jennifer   | Rudzik    | SEBE   | 5  | \$58,500.00 |
| Stephanie  | Rukavina  | SEME   | 4  | \$57,500.00 |
| James      | Rupert    | SEBE   | 8  | \$66,500.00 |
| Rebecca    | Russell   | SEME   | 10 | \$74,000.00 |
| Sharon     | Schaffer  | SEME   | 12 | \$78,000.00 |
| Michele    | Sebastian | SEBE   | 7  | \$63,500.00 |
| Jamie      | Seelman   | SEBE   | 11 | \$74,500.00 |
| Kaitlin    | Selby     | SEBE   | 8  | \$66,500.00 |
| Leah       | Selvaqqio | SEME   | 6  | \$62,000.00 |
| Mark       | Seminara  | SEME   | 9  | \$71,500.00 |
| Sydney     | Servello  | SEBE   | 1  | \$53,000.00 |
| Angelica   | Shaffer   | SEBE   | 13 | \$80,000.00 |
| Jenna      | Shedlock  | SEME   | 8  | \$68,000.00 |
| Courtnev   | Slovak    | SEBE   | 6  | \$60,500.00 |
| Monika     | Sonsini   | SEBE   | 1  | \$53,000.00 |
| David      | Soose     | SEBE   | 6  | \$60,500.00 |
| Jacob      | Springer  | SEME   | 11 | \$76,000.00 |
| Amanda     | Springer  | SEME   | 12 | \$78,000.00 |
| Melonie    | Starr     | SEME   | 8  | \$68,000.00 |
| Nicole     | Steinbach | SEBE   | 5  | \$58,500.00 |
| Paula      | Strati    | SEBE   | 8  | \$66,500.00 |
| Brienne    | Stuble    | SEME   | 3  | \$56,500.00 |
| Katherine  | Taylor    | SEBE   | 9  | \$70,000.00 |
| Stephanie  | Thomson   | SEME   | 15 | \$87,500.00 |
| Erin       | Urban     | SEME   | 14 | \$84,500.00 |
| Jennifer   | Vanucci   | SEME   | 15 | \$87,500.00 |
| Bradley    | Vitale    | SEBE   | 11 | \$74,500.00 |
| Athena     | Wahal     | SEBE   | 12 | \$76,500.00 |
| Kristv     | Waldroup  | SEBE   | 4  | \$56,000.00 |
| Heather    | Wehman    | SEME   | 11 | \$76,000.00 |
| Eric       | White     | SEME30 | 10 | \$74,500.00 |
| Megan      | Williams  | SEME   | 3  | \$56,500.00 |
| Kristin    | Williams  | SEBE   | 14 | \$83,000.00 |
| Kristi     | Williams  | SEME   | 17 | \$93,500.00 |
| Abbv       | Wise      | SEME   | 10 | \$74,000.00 |
| Elizabeth  | Wistuk    | SEME   | 6  | \$62,000.00 |
| Ashlee     | Woznicki  | SEBE   | 11 | \$74,500.00 |

**THE  
AGREEMENT BETWEEN  
PA CYBER SCHOOL EDUCATION  
ASSOCIATION  
AND  
PENNSYLVANIA CYBER CHARTER  
SCHOOL**

**July 1, 2018 – June 30, 2023**

## TABLE OF CONTENTS

|                                                   |           |
|---------------------------------------------------|-----------|
| <b>PREAMBLE .....</b>                             | <b>1</b>  |
| <b>I. CONTRACT SECURITY .....</b>                 | <b>1</b>  |
| A. Term of Agreement .....                        | 1         |
| B. Recognition .....                              | 1         |
| C. Exclusive Rights .....                         | 1         |
| D. Statutory Savings .....                        | 1         |
| E. Severability .....                             | 2         |
| F. Modification of Agreement .....                | 2         |
| G. Employer Provided Information .....            | 2         |
| H. Grievance Procedure .....                      | 2         |
| I. Labor-Management Committee .....               | 5         |
| J. Negotiation of a Successor Agreement .....     | 5         |
| K. No Strike/No Lockout .....                     | 5         |
| <b>II. ASSOCIATION RIGHTS .....</b>               | <b>6</b>  |
| A. Association Visitation .....                   | 6         |
| B. Association Representatives Release Time ..... | 6         |
| C. No Reprisals .....                             | 6         |
| D. Use of School Buildings .....                  | 6         |
| E. Bulletin Boards .....                          | 6         |
| F. Mail Boxes/Mail Systems .....                  | 6         |
| G. Equipment and Materials .....                  | 6         |
| H. Agency Fee .....                               | 7         |
| I. Association Dues .....                         | 7         |
| <b>III. REDUCTION IN FORCE .....</b>              | <b>9</b>  |
| A. Standards for Reduction in Force .....         | 9         |
| B. Recall .....                                   | 9         |
| <b>IV. VACANCIES .....</b>                        | <b>9</b>  |
| A. Posting Vacancies .....                        | 9         |
| B. Bidding on Vacancies .....                     | 10        |
| C. Awarding Positions .....                       | 10        |
| <b>V. EMPLOYEE ASSIGNMENTS .....</b>              | <b>10</b> |
| A. Work Year .....                                | 10        |
| B. Workday .....                                  | 10        |
| C. Notification of Assignment .....               | 10        |
| D. Work Load .....                                | 10        |
| E. Work Location .....                            | 11        |
| <b>VI. EMPLOYEE EVALUATION .....</b>              | <b>11</b> |
| A. Basic Facts about Evaluations, Ratings .....   | 11        |
| B. Personnel File .....                           | 12        |
| <b>VII. EMPLOYEE DISCIPLINE .....</b>             | <b>12</b> |
| A. Just Cause .....                               | 12        |
| B. Complaints .....                               | 12        |
| C. Required Conferences or Hearings .....         | 13        |
| <b>VIII. EMPLOYEE WELFARE .....</b>               | <b>13</b> |
| A. Seniority .....                                | 13        |
| <b>IX. WAGES .....</b>                            | <b>13</b> |
| A. Schedule .....                                 | 13        |
| B. Placement on Salary Schedule .....             | 13        |

|                                          |                                                |           |
|------------------------------------------|------------------------------------------------|-----------|
| C.                                       | Columnar Placement .....                       | 14        |
| D.                                       | Salaries Payable.....                          | 15        |
| E.                                       | Pay Periods .....                              | 15        |
| F.                                       | Tuition Reimbursement.....                     | 15        |
| G.                                       | Exceeding Work Load.....                       | 15        |
| H.                                       | Mileage Reimbursement .....                    | 16        |
| <b>X.</b>                                | <b>EMPLOYEE TRAVEL .....</b>                   | <b>16</b> |
| A.                                       | General Travel Guidelines: .....               | 16        |
| B.                                       | State Assessment Travel Guidelines: .....      | 16        |
| <b>XI.</b>                               | <b>HEALTH BENEFITS.....</b>                    | <b>17</b> |
| A.                                       | Hospitalization .....                          | 17        |
| B.                                       | Term Life Insurance .....                      | 18        |
| C.                                       | Long-Term Disability Insurance .....           | 18        |
| D.                                       | Short-Term Disability Insurance .....          | 18        |
| E.                                       | Dental Insurance.....                          | 18        |
| F.                                       | Vision Insurance .....                         | 18        |
| G.                                       | Waiver of Healthcare Coverage .....            | 18        |
| H.                                       | Wellness Benefit.....                          | 19        |
| I.                                       | Wellness Hours .....                           | 19        |
| J.                                       | Retirement Program.....                        | 20        |
| K.                                       | Voluntary Retirement Savings Plan- 403(b)..... | 20        |
| <b>XII.</b>                              | <b>LEAVES .....</b>                            | <b>20</b> |
| A.                                       | Reserved Rights .....                          | 20        |
| B.                                       | Leave Accounting .....                         | 20        |
| C.                                       | Bereavement Leave.....                         | 20        |
| D.                                       | Jury Duty Leave.....                           | 21        |
| E.                                       | Military Leave .....                           | 21        |
| F.                                       | Paid Time Off (PTO) .....                      | 21        |
| G.                                       | Sick Leave Days.....                           | 21        |
| H.                                       | Leave Donation .....                           | 22        |
| I.                                       | Professional Leave .....                       | 23        |
| J.                                       | Sabbatical Leave .....                         | 23        |
| K.                                       | Family and Medical Leave Act (FMLA) .....      | 24        |
| L.                                       | Employer Paid FMLA Leave.....                  | 25        |
| <b>XIII.</b>                             | <b>MANAGEMENT RIGHTS.....</b>                  | <b>25</b> |
| <b>XIV.</b>                              | <b>EXECUTION.....</b>                          | <b>26</b> |
| <b>APPENDIX A .....</b>                  | <b>27</b>                                      |           |
| Step Placement and Salary Schedules..... | 27                                             |           |
| 2018-2019 Salary Schedule .....          | 28                                             |           |
| 2019-2020 Salary Schedule .....          | 29                                             |           |
| 2020-2021 Salary Schedule .....          | 30                                             |           |
| 2021-2022 Salary Schedule .....          | 31                                             |           |
| 2022-2023 Salary Schedule .....          | 32                                             |           |
| <b>APPENDIX B .....</b>                  | <b>33</b>                                      |           |
| Health Care Plan Grids .....             | 33                                             |           |
| <b>APPENDIX C .....</b>                  | <b>41</b>                                      |           |
| Long-Term Disability Insurance .....     | 41                                             |           |
| <b>APPENDIX D .....</b>                  | <b>42</b>                                      |           |
| Short-Term Disability Insurance.....     | 42                                             |           |

|                                            |           |
|--------------------------------------------|-----------|
| <b>APPENDIX E.....</b>                     | <b>43</b> |
| Substitute Teachers/ Teacher Coverage..... | 43        |
| <b>APPENDIX F.....</b>                     | <b>44</b> |
| Placement on Salary Schedule.....          | 44        |

## **PREAMBLE**

This agreement is made and entered into this \_\_\_\_\_<sup>th</sup> day of May, 2019, by and between the Board of Trustees Pennsylvania Cyber Charter School (hereinafter referred to as "PA Cyber" or "Employer") and the PA Cyber School Education Association (hereinafter referred to as "the Association" or "Union"). PA Cyber and the Association readily acknowledge that the success of the PA Cyber School depends upon the ability of the parties to work together. PA Cyber and the Association acknowledge and embrace their shared goal to deliver the best possible education to the students of PA Cyber Charter School. The parties affirm their commitment to work together to achieve this goal.

### **I. CONTRACT SECURITY**

#### **A. Term of Agreement**

This agreement shall be in effect from July 1, 2018, and shall remain in full force and effect through 11:59 PM June 30, 2023, unless otherwise explicitly agreed and subject to the parties' right to negotiate a Successor Agreement as provided herein. This Agreement shall not be extended orally and it is expressly understood that it shall expire on the date indicated, unless the parties mutually agree in writing on an extension to the term of this Agreement.

#### **B. Recognition**

The Pennsylvania Cyber Charter School recognizes the PA Cyber School Education Association/PSEA/NEA as the sole and exclusive representative for all full-time and regular part-time Employees in the bargaining unit certified by the National Labor Relations Board, Case 06-RC120811 and dated April 25, 2014, for the purpose of collective bargaining on all matters with respect to wages, hours, and other terms and conditions of employment and the impact thereon; as well as the administration of the Contract through the grievance procedure.

No other agreement, understanding, consideration, or interpretation which alters, varies, waives, or modifies any of the terms or conditions contained herein shall be made with any other Employee or group of Employees by the Employer or any of its agents or representatives, unless it has been made with, ratified, and agreed to in writing by the Association.

Any such agreement shall not constitute a waiver of the Association's right to future enforcement of any of the terms contained herein.

#### **C. Exclusive Rights**

The rights and privileges of the Association and its representatives set forth in this agreement shall be granted only to the Association and to no other organization which purports to represent employees in the bargaining unit.

#### **D. Statutory Savings**

This Collective Bargaining Agreement incorporates by reference such rights as may be applicable under the Public School Code of 1949, as amended, and all other state and federal laws and regulations.



**E. Severability**

Should any provision of this Agreement be declared by a court of competent and final jurisdiction to be unlawful, invalid, or unenforceable, the remainder of the Agreement shall continue in full force and effect. The Parties agree that it is not their intention that any provision or interpretation of this Agreement be in violation of the Charter issued to the School by or through the Commonwealth of Pennsylvania, Department of Education.

**F. Modification of Agreement**

This Agreement shall not be modified in whole or in part by the Parties except by an instrument in writing fully executed by the Parties. All agreements shall be reduced to language, signed by both Parties, and made a part of this Agreement.

**G. Employer Provided Information**

The employer agrees to furnish the Association with information related to the financial and educational operation of the school. Such information shall be furnished within a reasonable time from the receipt of request. Upon request, the employer shall provide the Association with copies of bargaining unit personnel actions including, but not limited to, all vacancies, new positions, postings, promotions, transfers, layoffs and disciplinary actions, and with accurate copies of all job descriptions whenever they are revised.

**H. Grievance Procedure**

**1. Definitions**

- a. Grievance: Means an allegation or claim that there has been a violation, misrepresentation, or inequitable application of any provision or provisions of this Agreement.
- b. Grievant: Means an Employee or group of Employees who signs the grievance form required to initiate the grievance procedure.
- c. Days: Means "work days."
- d. Work Days: Means days in which Virtual Classroom Teachers are required to report to work.

**2. Purpose**

The purpose of this grievance procedure shall be to secure, at the lowest possible administrative level, equitable solutions to grievances which may arise from time to time with respect to this Agreement. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

**3. General Procedures/Time Limits**

- a. It is important that grievances be processed as rapidly as possible. The number of days indicated at each level should be considered a maximum, and every effort should be made to expedite this process. The time limit specified may be extended by mutual, written agreement.
- b. The failure of an employee to proceed to the next level of the grievance procedure within the time limits set forth shall be deemed to be an acceptance of the decision previously rendered. The failure of an

administrator at any level to communicate his decision in writing within the time limits set forth herein shall be deemed to be a denial of the grievance.

- c. Nothing herein contained will be construed as limiting the right of any Employee having a grievance to discuss the matter informally with appropriate members of the administration.
- d. At all levels of a grievance, a representative of the Association and/or their designees may attend any meeting, appeal or other proceeding required to process the grievance.
- e. All grievances shall be initiated on a form mutually agreed upon by the Association and PA Cyber. A grievance shall be made in writing, signed by the Grievant on the approved grievance form and submitted electronically. The Grievant shall serve a written grievance as according to the Initiation and Processing of Grievances as set forth in paragraph 4.. PA Cyber shall acknowledge receipt of the same by signature and date of receipt on all copies.
- f. A grievance shall be filed as soon as possible, but in no event later than fifteen (15) days after the occurrence of the facts giving rise to the grievance.

#### 4. **Initiation and Processing of Grievances**

##### Level I

A grievance shall be filed by any Employee or group of Employees and first be discussed with the Grievant's principal or designee, within thirty (30) Work Days after the occurrence of the alleged violation of this Agreement. If the grievance is not resolved to the satisfaction of the Grievant or if a decision is not rendered within ten (10) Work Days of submission, the Grievant has five (5) Work Days after the decision or its due date to appeal, in writing to the next level.

##### Level II

The grievance shall be submitted by the Grievant to the Chief Academic Officer (CAO), or his designee, within five (5) Work Days from the date of the receipt of the decision in Level I, whichever is less.

A meeting shall be held by the CAO if requested by the Grievant. The CAO shall provide a written copy of his decision to the Grievant. If the grievance is not resolved at Level II or no decision has been rendered within ten (10) Work Days of submission, the Grievant may submit the grievance to Level III.

##### Level III

The grievance shall be submitted by the Grievant to the Chief Executive Officer (CEO) or designee, within five (5) Work Days from the date of the receipt of the decision in Level II, whichever is less.

A meeting shall be held by the CEO if requested by the Grievant. The CEO shall provide a written copy of his decision to the Grievant. If the grievance is not

resolved at Level III or no decision has been rendered within ten (10) Work Days of submission, Grievant may submit the grievance to Level IV.

#### Level IV - Arbitration

The Association may, within thirty (30) Work Days of the Level III decision or its due date, file a written request seeking arbitration of the grievance. The Employer and the Association will attempt to agree upon a mutually acceptable arbitrator. If the parties are unable to agree, an arbitrator shall be selected in accordance with the procedures of the Federal Mediation and Conciliation Service ("FMCS") or a panel of arbitrators may be requested from the PA Bureau of Mediation. The parties shall be bound by the rules and procedures of the chosen service in the selection of the arbitrator. The parties shall use their best effort to have the selected arbitrator hear the case within thirty (30) Work Days from the date of his selection. The arbitrator shall render a decision within a reasonable amount of time after the receipt of the transcript. The hearing shall provide due process to the parties as required by the arbitrator's forum's rules and regulations. Both PA Cyber and the Association shall have the opportunity to provide witnesses and evidence upon request. The arbitrator shall have no power or authority to make a decision, which requires an act prohibited by law, or adds to or deletes from, or changes, alters, or modifies the terms of this Agreement.

The decision of the Arbitrator shall be final and binding upon the parties. The cost and services of the Arbitrator and the court reporter shall be borne equally by the Employer and Association.

#### 5. Representation

- a. At all stages of the grievance procedure, the employee Grievant shall be entitled to be represented by a representative of the Association. When an Employee is not represented by the Association, the Association shall have the right to be present at all stages of the grievance procedure.
- b. The employee Grievant may at any step present whatever evidence and/or witnesses as deemed necessary.

#### **Reprisals:**

There shall be no reprisals against any Employee for utilizing the grievance procedure or for assisting a Grievant pursuant to these policies unless it is shown that the Grievant or other Employee acted in bad faith.

#### **Written Decision:**

Decisions rendered shall be in writing and shall be transmitted promptly to the Grievant and to the Association.

#### **Miscellaneous:**

1. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel file of the Grievant.

2. In the event that a grievance concerns a matter of policy that does not fall within the scope of management rights and therefore subject to grievance, the Union will file the grievance at a Level II entry.
3. In the event that a grievance concerns any matter that is beyond the decision-making authority of the principal or immediate supervisor, in the judgment of the Association, the grievance may be submitted beginning at Level II-CAO or Level III-CEO.

**I. Labor-Management Committee**

A reasonable number of representatives, not to exceed four (4), designated by both the Association and PA Cyber shall meet not fewer than two times per year or upon the reasonable request of either party for the purpose of reviewing the administration of this Agreement and to resolve any other labor-management issues that may arise.

Each party shall submit to the other at least three (3) days, except in an emergency, prior to the meeting, a tentative agenda covering matters they wish to discuss.

All meetings between the parties shall be scheduled by a mutual agreement. Meetings shall be held at a time outside the normal workday without additional compensation to Employee. If, by mutual agreement, the meetings are scheduled during the workday, Employee attendees shall suffer no loss of time or pay.

It is not the intent of the parties that matters appropriate for resolution under the provisions of the Grievance Procedure be discussed at the committee established in this Article.

These meetings are not intended to bypass the Collective Bargaining Agreement nor diminish either party's rights. It is understood by the parties that any actions, recommendations, or discussions of the Committee shall in no way usurp, affect, or be controlling upon PA Cyber's management rights.

**J. Negotiation of a Successor Agreement**

Either party may give written notice of its intent to begin negotiations for a new agreement at such time and such manner consistent with applicable laws. Any agreement so negotiated by the Parties shall be set forth in writing prior to ratification and execution by the parties.

**K. No Strike/No Lockout**

In consideration of and during the life of this Agreement, the Union will not engage in any work stoppage, slowdown, and/or refusal to perform normal duties, strike or other concerted activity which would interfere with or adversely affect the operations or the mission of PA Cyber.

The Union shall not promote, organize, support, or authorize any strike or other concerted activity prohibited by this Article VI. The Union shall use its best efforts to prevent Employees from participating in any such prohibited activity. Should prohibited activity occur, the Union shall:

1. publicly disavow such action by the Employees;
2. advise PA Cyber in writing that such employee action has not been authorized, promoted, organized, supported, or sanctioned by the Union; and

3. notify Employees by all means available to the Union, instructing them that it disapproves any such action, and that they are to return to work immediately and thereafter advise PA Cyber in writing that such notifications have been made.

During the life of this Agreement, the Management will not engage in any lockout of employees.

## **II. ASSOCIATION RIGHTS**

### **A. Association Visitation**

Duly authorized representatives of the Association may be permitted, with prior notification provided to the Employer, to transact appropriate official Association business on the Employer's property during the work day so long as there is no interference with the School's operation. Association representatives who are not employees shall be required to follow regular security procedures established by PA Cyber.

### **B. Association Representatives Release Time**

Employees acting as Association representatives, as designated by the Association president, shall be granted the maximum of fifteen (15) Association member days' leave per school year. No one Employee may utilize more than seven (7) of the Association Member Days' Leave. The Association agrees to reimburse PA Cyber for the cost of any substitute teacher as a result of an Association member taking leave under this Article.

### **C. No Reprisals**

Employees in the bargaining unit are entitled to participate in strike actions and related activity and other activities conducted, sponsored or authorized by the Association, as authorized by federal and state law. No unlawful reprisals of any kind shall be taken by the employer or its agents against any employee due to participation in any Association related activity.

### **D. Use of School Buildings**

With the Employer's prior written authority, the Association may be entitled to use school buildings at reasonable hours for Association meetings. Use shall be limited to Monday through Friday before 5:45 p.m. Such use shall be limited to and not exceed (20) occasions per year. The Association will be responsible for any extraordinary costs attributed to their usage.

### **E. Bulletin Boards**

The Association shall have the use of a bulletin board in the employee lounge or be otherwise assigned adequate space on a bulletin board in buildings where Association members work for Association notices.

### **F. Mail Boxes/Mail Systems**

The Association shall have the right to use the School mail boxes for distribution of official Association materials as it deems necessary and with the approval of PA Cyber's administration.

### **G. Equipment and Materials**

The Association shall have the right to use school equipment and materials.

## H. Agency Fee

Each nonmember in the bargaining unit represented by the Association shall be required to pay to the Association an agency fee in lieu of membership dues. The amount of the agency fee will be determined by the Association and communicated to the Employer. The Employer is not responsible for the agency fee amount set by the Association. The Employer is only responsible for collecting and transmitting the fees as notified by the Association. The Association will provide an annual notice to each feepayer explaining the methods by which the agency fee has been calculated and how a feepayer may raise a challenge to the calculation of the fee or a *bona fide* religious objection. If the Association accepts the feepayer's religious objection as *bona fide*, it will accommodate the feepayer and his/his religious beliefs by remitting the feepayer's fees to any of the following charities, selected at the option of the feepayer:

- 1) United Way
- 2) Make-A- Wish Foundation
- 3) St. Jude's Children's Hospital

The Association agrees to extend to all non-members the opportunity to join the Association.

The Association agrees to an indemnification clause as follows:

If any legal action is brought against PA Cyber as a result of any actions it is requested to perform by the Association pursuant to this Agreement, the Association agrees to provide for the defense of PA Cyber at the Association's expense and through counsel selected by the Association with notice given to the Association. PA Cyber agrees to give the Association immediate notice of any such legal action brought against it and agrees to cooperate with the Association in the defense of the case. If PA Cyber is determined to have not cooperated with the Association, any obligation of the Association to provide a defense under this Article shall cease.

The Association agrees in any action so defended, to indemnify and hold PA Cyber harmless for any monetary damages PA Cyber might incur as a consequence of its compliance with this Article; except that it is expressly understood that this save harmless provision will not apply to any legal action which may arise as a result of any willful misconduct by PA Cyber in violation of this Article.

## I. Association Dues

1. The Employer agrees to deduct annual Unified Association fees from the salaries of members of the Association as they authorize.
2. Deductions will be made in as nearly equal pay period installments as possible during the school year. The Employer shall transmit monies collected to the Association on at least a monthly basis. Transmittal shall be in the form of a single check.
3. The Association shall transmit to the Employer a list of non-member Employees and a list of Employees who have signed payroll deduction authorizations by October 15th of each school year. The Association shall collect and maintain a file of fee deduction authorization cards. Such cards shall contain the following:

"I hereby authorize deductions from my pay for annual Unified Association dues.

I understand the amount deducted shall be as determined by the Association and as contractually provided. Further, I understand dues is an annual amount fully payable regardless of whether my membership or employment ends prior to the end of the membership or contract year. This authorization will remain in effect unless cancelled in writing fifteen days prior to the expiration of the Collective Bargaining Agreement in effect on this date."

The authorization card shall be dated and signed by the employee.

For Employees hired after October 15th, the Association shall provide a fee deduction authorization card and a written representation of the amount of yearly Association Dues said Employee is responsible for during his/her first year. The first deduction of Association Dues shall take place at the first available pay date following the Employer's receipt of the card

### **III. REDUCTION IN FORCE**

#### **A. Standards for Reduction in Force**

Reductions in force shall be effected on account of a decline in enrollment, alteration or curtailment of programs.

For purposes of this section, "Reduction in Force" means a reduction in the number of regular full-time or part-time positions in the bargaining unit.

Upon request, PA Cyber shall furnish the Association with information, including copies of pertinent documents, used in making determinations relevant to reduction in force.

A reduction in force shall not be affected unless and until any subcontracted services in place shall have been terminated.

Seniority shall prevail in a reduction in force of Employees.

#### **B. Recall**

Employees affected by a reduction in force shall be recalled in order of greatest seniority. An Employee shall have recall rights for eighteen (18) months from that Employee's suspension from employment. If a suspended Employee declines recall to a similar position, that Employee will no longer have right to recall.

No vacancies or temporary vacancies shall be posted or bids awarded while there are suspended employees who are certified, qualified, and available to fill such vacancies or who could be recalled as a result of realignment of the entire staff.

For purposes of this section, "vacancy" means a position which has become available as a result of the retirement, resignation, death, or dismissal of a current employee or as a result of creation of a new or additional position. "Temporary vacancy" means a position which has become available as a result of the absence of a current employee on approved leave for a period exceeding thirty (30) days.

Recalled employees to either a permanent or temporary vacancy shall be paid on their proper salary schedule steps with full contractual rights.

Refusal to accept recall to a similar bargaining unit position shall constitute a waiver of recall rights and result in a break in service and loss of seniority.

### **IV. VACANCIES**

#### **A. Posting Vacancies**

For purposes of this section, "vacancy" means a full-time or part-time bargaining unit position, which has become available as a result of the retirement, resignation, death, or dismissal of a current Employee or as result of the creation of a new position. "Temporary vacancy" means a position has become available as a result of the long-term absence of a current Employee on approved leave, for a period exceeding thirty (30) days.

Whenever vacancies or temporary vacancies arise they shall be posted for bid using SharePoint.



Vacancies and temporary vacancies shall not be filled from outside the bargaining unit until all suspended Employees with a right of recall have received notice and had a ten (10) day opportunity to respond to recall.

Posting shall occur after the Employer becomes aware of the existence of the vacancy or temporary vacancy and shall be posted for a period of 10 days.

Postings shall contain the minimum qualifications, skill requirements, and job descriptions for the posted positions.

**B. Bidding on Vacancies**

Employees in the bargaining unit who wish to apply for a vacant position shall submit written application to the Director of Human Resources within the posting period. Each application shall state the position sought. All applicants who meet the position's minimum requirements shall be interviewed.

**C. Awarding Positions**

Vacancies shall be filled by awarding the position to the most senior and qualified applying Employees.

Unsuccessful applicants shall receive within a reasonable time written notice of the decision.

**V. EMPLOYEE ASSIGNMENTS**

**A. Work Year**

The work year for Employees in the bargaining unit, shall be 190 days for current Employees and 200 days for newly hired Employees: 180 days shall be pupil contact days and 2 days shall be clerical days.

**B. Workday**

The workday for Employees in the bargaining unit shall be eight (8) hours per day. Employees shall be required to report to work not earlier than 7:30 a.m. and shall work a continuous eight (8)hour days ending no later than 4:00 p.m.

Each Employee shall be guaranteed a minimum thirty-five (35) minute duty-free lunch period daily occurring between 11:00 a.m. and 1:00 p.m.

**C. Notification of Assignment**

Each Employee shall be given written notice of the next year's assignment not later than June 15. Such notice shall specify the building, grade level, and subject area to which the employee will be assigned. In addition, such notice shall explain the nature of special problems which may be experienced by pupils assigned to the employee to the extent such information is available.

**D. Work Load**

Except for foreign language teachers, advanced placement teachers, concurrent enrollment teachers, and business education teachers, there shall be no more than two (2) course preparations per day with a maximum of five (5) instructional hours per school day. All teachers shall be provided a minimum of ten (10) hours of planning/ preparation

time per week, with up to one (1) hour to be used for tutoring. Faculty meetings shall not exceed two (2) per month.

**E. Work Location**

Employees may choose to work at any PA Cyber facility, subject to availability, or from his/her own home. During the first year of employment, the employer reserves the right to determine the work location of the Employee. Employees working on site shall receive a pro-rated monetary stipend of \$2,000 per year.

**VI. EMPLOYEE EVALUATION**

**A. Basic Facts about Evaluations, Ratings**

All observations and evaluations shall be performed by properly certified persons authorized by the PA School Code of 1949, as amended. The School shall adopt and adhere to the current teacher evaluation system and form (currently 82-1) provided by the Pennsylvania Department of Education.

Employees with three years or more teaching experience shall be evaluated using either the Formal Observation method or Differentiated Supervision method and be evaluated or formally observed once each school year. The School may assign employees to the Formal Observation method (Wave 1) but for not more than two (2) consecutive school years, unless an employee has received a Needs Improvement or Unsatisfactory rating on a prior evaluation and is on a formal improvement plan.

Employees with less than three years teaching experience shall be evaluated using the Formal Observation method (Wave 1) not more than twice each school year.

Employees, at their request, may be provided the opportunity to have additional formal observations to be used as part of their evaluation.

Employees not assigned to their required year of Formal Observation (Wave 1) shall be evaluated using the Differentiated Supervision models of evaluation (Waves 2,3,4). Employees in the Differentiated Supervision modes shall have the option to choose from Peer Coaching, SLO, Self-Directed/ Action Research, or Portfolio modes. The criteria for the Differentiated Supervision models shall be established collaboratively and mutually agreed upon by the administrator and teacher.

PA ETEP shall be updated within seven (7) work days following the observation and the employee shall have the right to submit a response to be attached to the file copy. Employees shall not be required or asked to sign incomplete evaluations. Evaluations shall not be completed until the relevant data is made available by PDE.

The School may include unannounced observations as part of the data used to formulate the employee evaluation, however when an employee is evaluated using the Formal Observation (Wave 1), administrators shall also follow the procedures adopted by the PA Department of Education.

Observations and evaluations shall be used to support and improve instructional practices and as such shall not be used for disciplinary purposes. No improvement plan shall be issued to an employee for a Satisfactory rating, except when such rating is the first Needs Improvement. Any observation documentation or evaluation that is less than satisfactory

shall be accompanied by written specific recommendations for improvement with a commitment for direct assistance in implementing such recommendations.

Nothing in this provision shall limit PA Cyber's ability to take disciplinary action using established disciplinary procedures outside of the evaluation process against an employee when an administrator observes misconduct through the observation and evaluation process.

**B. Personnel File**

The Employer shall maintain one official personnel file in the Human Resources Office for each Employee.

No material derogatory to an Employee's conduct, service, character, or personality shall be placed in the personnel file unless the Employee has received a copy or has had an opportunity to review the material. The Employee shall have the right to submit a written answer to such material and attach it to the file copy.

Individual personnel files shall be confidential. However, an Employee shall have the right to make such additions or responses to materials contained in the file as the Employee deems necessary. Only authorized management personnel shall have access to the personnel file.

An Employee shall have access to the official personnel file during regular working hours at a time mutually agreed upon between the Employee and the Employee's representative. An Employee may duplicate any material contained in the file free of charge.

The Association shall have access to an Employee's official personnel file at reasonable times during regular office hours after having given reasonable notice and having obtained express written approval from the Employee.

**VII. EMPLOYEE DISCIPLINE**

**A. Just Cause**

No Employee in the bargaining unit shall be discharged, disciplined, suspended, reprimanded, adversely evaluated, rated unsatisfactory, or reduced in compensation without just cause.

Any such action taken by the School or any administrative agent or representative thereof shall be subject to the grievance procedure herein set forth.

Information used in forming the basis for such above action shall be made available to the Employee.

**B. Complaints**

Where an external complaint regarding a bargaining unit Employee's work performance is lodged, and PA Cyber deems the complaint actionable, the subject employee shall receive written notice of said complaint. Notice to the employee shall be given as soon as possible, but no later than ten (10) Working Days after receipt of the complaint. Exceptions to this provision shall apply when any such complaint involves legal reporting obligations which may prohibit notifying the employee under the Child Protective Services Law and/or the Educator Discipline Act or any other applicable law.

If an employee is not provided notice of a complaint in a timely manner after the complaint is lodged, PA Cyber shall not use the complaint as the basis for disciplinary action. Failure to inform an employee of an external complaint in a timely manner shall not preclude the School from offering evidence of such a complaint during any step of the grievance procedure or in any other legal proceeding. Nothing herein shall limit the Association from objecting to evidence of an unreported external complaint during any step in the grievance process or other legal proceeding.

**C. Required Conferences or Hearings**

Whenever any Employee is required to appear before any employer representative concerning any matter which could adversely affect the continuation of that Employee in his/her position or employment or receipt of any scheduled salary increment, then he/she shall be given prior written notice of the reasons for such meeting and shall be informed by the employer representative that he/she is entitled to have a representative of the Association present to advise him/her and represent him/her during such meeting or interview.

**VIII. EMPLOYEE WELFARE**

**A. Seniority**

Seniority means the total length of an Employee's service in the school as a virtual classroom teacher.

Seniority shall not accrue during suspension (layoff) but shall accrue on all other approved leaves of absence.

Part-Time Employees shall accrue seniority as a full-time employee.

Seniority shall be broken only for resignation, retirement, or lawful discharge. Ties between employees in seniority shall be broken by total length of service within the PA Cyber organization.

The Employer shall provide to bargaining unit members through email on or before September 15 of each year, a list reflecting the seniority and certification of each Employee.

The Employer shall provide the Association President with an accurate seniority list annually and upon request.

Any exception to this list must be filed with the Employer within sixty calendar days of the posting. The seniority list shall be amended to reflect subsequent certification changes as they occur.

**IX. WAGES**

**A. Schedule**

See Appendix A

**B. Placement on Salary Schedule**

Employees in the bargaining unit shall be placed on the step of the salary schedule reflected in Appendix F to this Agreement. Employees are NOT being given credit for the year, 2011-12, that salaries were frozen school-wide. Should the next higher step not

equate to an increase in pay, said employee shall be placed at the next higher step that affords an increase.

Newly hired employees shall start on Step 1 of the Salary Schedule unless otherwise agreed between PA Cyber and the new employee. No Newly hired employees shall be placed on a step higher than that of a current employee with the same experience and academic credentials. For purposes of this section, any part of a year equals a year.

PA Cyber employees moving from another position within PA Cyber into a bargaining unit position shall be placed on the salary schedule in accordance with the following:

| Reclassification Type | Reclassification Description                                                                                                                                     | Placement if Employee Moves from Another Position into Bargaining Unit                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Downward              | The change of the title of an employee's current position to a bargaining unit position, with the bargaining unit position having a lower year one base salary.  | If the change is initiated by PA Cyber, the employee will remain at the same step and salary will remain the same. If the employee has initiated the change by applying for the position, the employee's salary will be reduced to the new category at the same step as current position.                                                                                                                                                                                        |
| Lateral               | The change of the title of an employee's current position to a bargaining unit position, with the bargaining unit position having the same year one base salary. | If the change is initiated by PA Cyber or if the change is initiated by the employee applying for the position, the employee's salary will be changed to the new category at the same step as current position. If the new category at the same step is less than the employee's current base salary (less any stipends or additional compensation), the employee's salary will remain unchanged.                                                                                |
| Upward                | The change of the title of an employee's current position to a bargaining unit position, with the bargaining unit position having a higher year one base salary. | If the change is initiated by PA Cyber or the employee by applying for the position, the employee will start at step one in the new position unless their current salary factoring steps and years of service is more than the base salary for the new position or the base salary for the new position would result in an increase of less than 6%, the employee will be placed on the next available step of the new category that would result in an increase range of 6%-8%. |

Employees in the bargaining unit shall be advanced to the next higher step of the salary schedule on August 16 of each year of the agreement so long as Employee is hired by February 28.

**C. Columnar Placement**

Employees in the bargaining unit shall be placed in a column of the salary schedule in accordance with academic credits earned, degrees held, and step.

Placement in columns is not conditional upon whether academic or in-service credits were earned after the degree was conferred.

Placement in the Master's Degree column is conditional upon 1) obtaining a Master's degree, or 2) completion of Department of Education requirements for issuance by the Department of a Master's Equivalent Certificate.

Documentation verifying receipt of the Master's degree, Master's Equivalent Certificate, or additional credits must be turned into Human Resources.

Employees in the bargaining unit shall be moved to the appropriate column on either the first day of the first semester or the first day of the second semester depending upon receipt of evidence that the work requirements for the academic or in-service credits, the certification program, or the degree program have been completed and the performance standards have been met. Advancement shall not be conditional upon issuance of a certificate or diploma.

**D. Salaries Payable**

Employees in the bargaining unit shall be entitled to the annual salaries set forth on the salary schedule in Appendix A of this agreement. Salaries payable shall be determined in accordance with standards for placement on the Salary Schedule set forth in Appendix A. Said salaries are payable as compensation for the work year set forth in this agreement.

Payment shall be made in accordance with standards set forth in Pay Periods, Article 9, Section E of this agreement.

Salaries due and payable to employees hired after the first workday of the work year shall be pro-rated, i.e., scheduled annual salary divided by the number of workdays times the remaining number of days in the work year. Date of hire shall not adversely affect such employees' rights of initial placement on the salary schedule. Payment shall begin on the first pay date after the first day worked by said employees.

Salaries due and payable to employees whose service terminates prior to the last workday of the work year shall be pro-rated, i.e., salary due equals scheduled annual salary, divided by the number of days in the work year, times the number of days worked. Final payment shall be made on the next scheduled pay date following date of termination.

**E. Pay Periods**

The annual salaries set forth in this agreement shall be paid employees in twenty-four equal, biweekly installments on the 15<sup>th</sup> and last day of each month.

**F. Tuition Reimbursement**

Employees shall be reimbursed for costs incurred in the pursuit of staff development and other career training according up to a maximum of \$2400 per calendar year (January-December) according to PA Cyber Policy. Tuition Reimbursement up to a maximum of not less than \$2400 per calendar year will continue to be available to Employees for the duration of the contract period.

Such reimbursement shall be made to the Employee within 45 days following submission of proof of completed training.

The Employer shall not withhold any federal, state or local taxes from the reimbursement.

**G. Exceeding Work Load**

Employees who agree to instruct an extra course/class/prep shall be compensated at a rate of \$5,000 added to the employee's base pay. This amount will be prorated for instruction of an extra course/class/prep lasting less than one full school year.

#### **H. Mileage Reimbursement**

The employer agrees to reimburse employees in the bargaining unit no less than the rate determined allowable by the IRS for the use of personal vehicles in the performance of work assignments or other employer business.

When Employees attend conferences, workshops, or other work-related events, Employees shall be reimbursed the IRS rate for all miles to and from the event for school authorized travel requiring use of a personal vehicle.

#### **X. EMPLOYEE TRAVEL**

##### **A. General Travel Guidelines:**

Employees traveling distances greater than 45 miles from their regular work location for any approved PA Cyber business-related purpose may choose to stay overnight, away from home, the preceding night.

##### **B. State Assessment Travel Guidelines:**

1. Employees traveling overnight for the purpose of administering state assessments shall receive a stipend of \$150 per night.
2. State assessment proctoring assignments for the PSSA, Keystone Exams, or any other similar state mandated assessment administered to students on a non-individual basis shall be assigned to Employees in the bargaining unit by PA Cyber based upon the needs of the school.
3. When an Employee is required to travel on a work day to or from an overnight site for state assessments, the Employee shall have the option of uploading and implementing an "on-demand" lesson in lieu of reporting to work for travel purposes on the designated day.
4. When an Employee is required to travel on a non-work day and stay overnight, the Employee shall have the option of uploading and implementing an "on-demand" lesson in lieu of reporting to work the day immediately following his/her return from the travel. Employees who opt to upload and implement the "on-demand" lesson shall both report their intent to do so to their supervisor by 8:00 p.m. and upload the lesson into the Learning Management System the day before the "on-demand" lesson will be utilized.
5. Employees who are not proctoring at an overnight site but whose travels extend beyond 5:00 p.m. on the final day of testing shall have the option of uploading and implementing an "on-demand" lesson in lieu of reporting to work the day immediately following his/her return. Dismissal time from the testing location will be verified with state assessment site managers. Employees who opt to upload and implement the "on-demand" lesson shall both report their intent to do so to their supervisor by 8:00 p.m. and upload the lesson into the Learning Management System the day before the "on-demand" lesson will be utilized.
6. No "on demand" lesson option will be available outside of the Employee's designated testing week.
7. Any Employee requesting special consideration for certified medical accommodations related to state-mandated test proctoring responsibility shall do so

30 calendar days prior to the first day of the testing window for which the accommodation is being sought, provided the Employee receives sufficient and reasonable notice of their assigned testing site. This request must be in writing to the Director of Human Resources.

## **XI. HEALTH BENEFITS**

### **A. Hospitalization**

The employer shall pay the full premiums required to provide full-time employees and their dependents with PPO benefits set forth in Appendix B.-The plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not materially change during the term of this agreement except as may be mutually agreed, reduced to writing, and signed by both parties.-Provisions of the plan shall be as set forth in the insurance contract which is attached to and made part of this agreement as Appendix B.

The Parties recognize that the increasing cost of health care insurance coverage is a fiscal problem which is shared among them. To assist with the increasing financial burden of providing the quality coverage offered by the Employer, Employees agree to participate in cost-sharing with respect to health insurance coverage in which each Employee elects to participate should the Employer find it necessary to implement such cost-sharing measures. under the following conditions.

The Employer shall pay the full premiums associated with providing health insurance coverage to full-time Employees and their dependents beginning July 1, 2018 and shall cease the deduction of the current premium share payment. However, should health care insurance premiums increase by 15% or more, cumulatively over the contract beginning with the 2019-2020 insurance rate, bargaining unit employees agree to pay a percentage of their own monthly premiums, so long as the employer implements a premium share for all School employees who are not subject to collective bargaining agreements.

The initial premium share amount for bargaining unit members shall be no more than 4% of the premium in the first plan year the premium share is implemented.

In any subsequent year after the initial premium share is implemented, if the School experiences increases exceeding 5% of the annual premium paid for health insurance, the school may increase the premium share by no more than 1% in any plan year to a maximum of 6% of the premium. Bargaining unit members shall not pay a higher percentage of the premium than any other School employee. Premium share contributions shall be made on a pre-tax basis.

If during the contract term the health insurance premiums increase by 15% or more, the parties agree to meet and explore possible cost savings measures.

If the Employer receives notice or information indicating that its health care plan costs are approaching or will subject the plan to the Affordable Care Act's "Cadillac Tax" excise tax, the Employer will give the Association immediate written notice of that fact and the parties will meet as soon as possible to negotiate in order to avoid the imposition of the excise tax.

The School shall implement these terms retroactively to July 1, 2018. Premium share payments made by bargaining unit members on or after July 1, 2018 in accordance with the terms of the previous Collective Bargaining Agreement and while the parties operated in status quo under its terms shall be reimbursed the premium less any appropriate taxes due.



**B. Term Life Insurance**

The Employer shall provide \$50,000 of term life insurance at no cost for each eligible member of the Bargaining Unit.

**C. Long-Term Disability Insurance**

The long-term disability plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not change during the term of this Agreement except as may be mutually agreed, reduced to writing, and signed by both parties. Schedule of Insurance shall be as set forth in the insurance contract which is attached to and made part of this Agreement as Appendix C.

**D. Short-Term Disability Insurance**

The short-term disability plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not change during the term of this Agreement except as may be mutually agreed, reduced to writing, and signed by both parties. Schedule of Insurance shall be as set forth in the insurance contract which is attached to and made part of this Agreement as Appendix D.

**E. Dental Insurance**

The Employer shall provide Dental Insurance coverage for members of the Bargaining Unit who qualify in accordance with the following:

The plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not materially change during the term of this agreement except as may be mutually agreed, reduced to writing, and signed by both parties.

**F. Vision Insurance**

The Employer shall provide Vision Insurance coverage for the members of the Bargaining Unit who qualify in accordance with the following:

The plan's scope of benefits, level of benefits, design, or inherent administrative mandates shall not materially change during the term of this agreement except as may be mutually agreed, reduced to writing, and signed by both parties.

**G. Waiver of Healthcare Coverage**

Any Employee who wishes to waive participation in medical/drug, dental, and/or vision coverage shall receive the following amounts based on election:

| Waiver Option                    | Total Waiver Compensation |
|----------------------------------|---------------------------|
| Medical/Drug, Dental, and Vision | \$3,000                   |
| Medical and Dental               | \$2,950                   |
| Medical and Vision               | \$2,600                   |
| Medical Only                     | \$2,550                   |

This election to waive coverage shall be irrevocable for the coverage year of the election. Eligible employees who elect to waive coverage may be eligible to re-enter the Employer's plan as a result of a qualifying life event. In that event, the Employee may re-enter the Employer's Group Plan under the terms and conditions set forth by the Plan. Payment shall occur in a lump sum following the end of the plan year not to occur later than January 15. The amount will be calculated on a pro-rated basis when waiver compensation is

elected, or eligibility ceases, and the period of participation is less than the 12-month period of coverage.

#### **H. Wellness Benefit**

PA Cyber shall reimburse all regular full-time employees in an amount up to, but not to exceed \$20.00 per month for the costs associated with the employees' membership fees or contract with a health club or fitness center for physical fitness programs that feature cardiovascular, aerobic, muscle toning, or conditioning activities. In order to determine eligibility for the reimbursement, a copy of the employee's contract or agreement with the fitness center must be provided to PA Cyber, or if this is not available, other documentation may be accepted to provide proof of membership. Reimbursement is not available for: pool-only facilities (unless as part of an instructional swim program), social clubs, equipment, uniforms or fitness clothing greens fees, transportation, lodging, meals, or vitamins and supplements.

#### **I. Wellness Hours**

1. Employees are eligible to utilize a maximum of eight (8) employer paid Medical Wellness Hours each school year in addition to earned paid time off (PTO). Medical Wellness Hours are to be used for scheduled medical appointments subject to the following conditions:
  - a. Medical Wellness Hours must be used in one hour increments up to the maximum of eight (8) hours. Under no circumstances shall Medical Wellness Hours be used in increments smaller than one hour.
  - b. Employees in the bargaining unit may schedule up to four (4) of the eight (8) total Wellness Hours each year during instructional or live tutoring time, with all efforts being made to schedule outside of instructional hours. The remaining four (4) Wellness Hours may not be scheduled during instructional or live tutoring time.
  - c. Medical Wellness Hours may be used by employees for their own scheduled medical appointments, as well as scheduled medical appointments for their spouse, children, and/or parents.
  - d. Medical Wellness Hours must be logged in Vista using code WELL. Supervisors must also maintain a separate tracking report to ensure each member of their staff does not exceed the allotted eight (8) hours per school year.
  - e. Medical Wellness Hour requests must be submitted to employee's supervisor for approval by email no less than twenty-four (24) hours in advance of the scheduled appointment. Medical Wellness Hour requests submitted less than twenty-four (24) hours before the scheduled medical appointment will be denied.

- f. Supervisors maintain discretion to approve or deny requests for Medical Wellness Hours based on staffing needs of PA Cyber and the requesting employee's department.
- g. Medical Wellness Hours may not be carried over from one school year to the next. Any Medical Wellness Hours remaining at the end of a school year will be forfeited.

**J. Retirement Program**

PA Cyber shall participate in the Public-School Employees Retirement System (PSERS). PSERS. All employees are required to participate in PSERS.

**K. Voluntary Retirement Savings Plan- 403(b)**

Employees are eligible to participate in a Non-ERISA 403(b) Plan according to the guidelines set forth in the plan by the PA Cyber Board of Directors.

**XII. LEAVES**

**A. Reserved Rights**

Employees in the bargaining unit on paid leaves of absence shall continue to receive wages, along with other rights and benefits as specifically set forth in this agreement.

Upon expiration of approved, paid leave, Employees shall be returned to the same position to which they were assigned prior to having taken leave.

**B. Leave Accounting**

Each Employee shall be given an accounting of their available Paid Time Off leave and Sick leave not later than the second payroll cycle of each work year. This accounting reflects leave available to the Employee which may not have yet been earned. While the Employee may use this leave, it must be paid back should the Employee leave employment prior to having earned the leave. Any Employee challenging the reported leave days must do so within thirty (30) days of the report.

**C. Bereavement Leave**

Full-time Employees will be granted bereavement leave. Paid leave shall be allowed for a period not to exceed three (3) days for the death of spouse, parents, step-parents, grandparents, grandchildren, siblings, children, step-children, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, or grandparent of spouse.

Paid leave shall be allowed for a period not to exceed one (1) day to attend the funeral of a sister-in-law, brother-in-law, aunt, uncle, niece, nephew, first cousin of either the employee or the employee's spouse or person with whom the employee is currently making a home.

Bereavement leave days may be split to include the day of death, burial, cremation, and a memorial service if held at a later date during the school year.

**D. Jury Duty Leave**

Full-time Employees in the bargaining unit who are summoned to jury duty will be granted paid jury duty leave for any days of required jury duty service. To be entitled to paid jury duty leave an Employee must:

1. immediately notify his/her immediate supervisor of a subpoena or jury duty summons; and
2. provide copies of the subpoena or jury duty summons to his/her immediate supervisor and to human resources upon receipt; and
3. provide his/her immediate supervisor and human resources with proof of attendance, including dates thereof, immediately upon returning to work after completion of jury duty service; and
4. report to work for any Workday during which he/she is told not to report for jury duty service.

**E. Military Leave**

Employees in the bargaining unit shall be granted leave to render regular or reserve military service as otherwise required by state and federal law.

**F. Paid Time Off (PTO)**

Fulltime Employees in the bargaining unit shall be granted Paid Time Off in the amount of ten (10) days off per year which is earned on a pro-rated basis. PTO Days can be used for vacation, illness, personal leave, or for FMLA leave. Days may only be taken in ½ or full day increments. Employees using Paid Time Off for vacations of three (3) or more consecutive days shall give the school at least two (2) weeks' notice.

Employees taking Paid Time Off are required to have instructional materials during the scheduled course time equivalent to the duration of each class period.

Unused Paid Time Off may accumulate from year to year to a maximum of five (5) days at the end of any academic year. On July 1 of any given year, no Employee shall have more than fifteen (15) days of available earned and unearned PTO Days. Accumulated days off will only be paid out to a departing Employee who leaves in good standing. Payout shall be at a rate of \$100 per day. Any PTO Days, including carryover, that exceed fifteen (15) days on July 1 shall be converted to an equivalent number of sick leave days.

**G. Sick Leave Days**

On July 1 of each year, full-time bargaining unit Employees shall be granted three (3) Sick Leave Days. Sick Leave Days may only be taken in ½ or full day increments. Any unused sick leave days shall accumulate without limitation.

Employees must provide their supervisors with as much advance notice of an intention to take Sick Leave as is possible under the circumstances. Any Employee that uses three (3) or more consecutive days of Sick Leave shall provide the school with a valid medical excuse provided by a physician.

All full-time bargaining unit Employees at the time of ratification of this Agreement shall be credited with ten (10) Sick Leave Days upon elimination of the two (2) week employer paid

FMLA provided for qualifying FMLA events other than the birth or adoption of a child, or placement of a foster child.

Employees shall be paid at a rate of \$100 per accumulated sick leave day upon retirement or death for up to one hundred twenty (120) days of earned Sick Leave Days.

At the end of the 2018-2019 academic year only, full-time bargaining unit employees shall have the one (1) time option of converting all earned but unused PTO Days to a cash payment equal to their daily rate for each earned but unused PTO Day.

#### **H. Leave Donation**

When an Employee is absent on account of catastrophic illness, long-term illness or long-term disability, the School will, upon written request by the Association, transfer PTO and/or Sick leave days from the Employees who voluntarily donate their available leave days to the affected Employee.

The following conditions will apply:

1. The Employee requesting leave must have no more than five (5) days PTO and/or Sick Leave days before making a request for leave donation; however, all leave, including PTO and Sick Leave must be exhausted before an employee can use donated leave. Employees may not use more than 60 donated leave days per calendar year.
2. The Association President or designee will require an original verified doctor's certificate from the Employee before leave days may be transferred.
3. The Association President or designee may require periodic verified doctor's certificate from the Employee in any case when he/she has reason to suspect either a pattern of abuse, or abuse of leave day(s).
4. In a situation such as this, the Association will be permitted to receive names of members who will voluntarily donate sick leave days to the individual member. In the event that members are willing to donate more days than are necessary, a lottery-style drawing will select names of those who will participate. The Association shall inform the Director of Human Resources of any PTO and Sick Leave donations.
5. It is to be understood that participation in the Leave Donation Plan is strictly voluntary. The Association will prepare and implement all necessary forms for the implementation of this plan.
6. Employees must be employed by the School for at least one year in order to participate in the Leave Donation Plan.
7. The School agrees to comply with the leave donation plan. If any legal action is brought against the School as a result of any action it is requested to perform by the Association pursuant to the leave donation plan, the Association agrees to provide for the defense of the School at the Association's expense and through counsel selected by the Association. The School agrees to give the Association immediate notice of any such legal action brought against it and to cooperate fully with the Association in the defense of the case. If the School does not fully cooperate with the Association, any obligation of the Association to provide a defense under this provision shall cease.

8. The Association agrees in any action so defended to indemnify and hold the School harmless for any monetary damages the School might be liable for as a consequence of its compliance with the leave donation plan. Provided, however, that this hold harmless provision shall not apply to any legal action that may arise as a result of any willful misconduct by the School or as a result of the School's failure to properly perform its obligations under the leave donation plan.

**I. Professional Leave**

Employees in the bargaining unit may, at the discretion of the Employer, be granted leave to attend or participate in professional activities which will enhance their skills and qualifications or which contribute to the development of effective education.

**J. Sabbatical Leave**

Any bargaining unit employee who has completed ten (10) years of full-time service in the public-school system of the Commonwealth and has at least five (5) years of full-time consecutive service with the School shall be eligible for Sabbatical Leave. The Board can, at its sole discretion, allow a shorter time than ten (10) consecutive years of full-time service in the public-school system of the Commonwealth or five (5) years of full-time consecutive service with the School for eligibility.

In order to be further eligible for Sabbatical Leave, a bargaining unit employee shall submit an application for Sabbatical Leave to the School at least 120 calendar days prior to the commencement of Sabbatical Leave. Bargaining unit employees shall only be eligible to take Sabbatical Leave one (1) time during a seven (7) year time period measured from the date a bargaining unit employee concludes an approved Sabbatical Leave. Approval of any Sabbatical Leave for eligible bargaining unit employees shall be in the sole discretion of the Board. Applications for Sabbatical Leave shall be submitted to the Director of Human Resources.

Sabbatical Leave available to employees shall include:

a. Professional Development – Applications for the leave for study shall identify the college or university to be attended, the courses selected, and the number of credits for each course. Leaves of absence for Professional Development must be related to professional responsibilities. The employee agrees to enroll in a degree program as a full-time student and complete, as a minimum, nine (9) graduate credits, or 12 undergraduate credits, or 180 hours of professional development activities or any combination thereof for each semester of the leave. Proof of successful completion of the courses will be provided by the employee to the Director of Human Resources.

b. Restoration of Health – Applications for the leave for restoration of health shall be substantiated by a written medical report from the employee's physician which will indicate that the leave is necessary together with a medical estimate of time needed for the restoration of the employee's health.

The sabbatical leaves shall be for a period equivalent to a half or full school term or equivalent to two half school terms during a period of two years, at the option of the Employee. An Employee must return to his or her employment with the School immediately following a leave, unless the employee qualifies for additional leave due to illness or physical disability as permitted by federal, state or local law or is prevent from returning due to the illness or physical disability.

No employee shall be eligible for Sabbatical Leave unless such employee shall agree to return to his or her employment with the School for a period of not less than one school term immediately following such Sabbatical Leave. If an employee fails to return to employment unless prevented from doing so by illness or physical disability, the employee shall forfeit all salary and benefits to which said employee would have been entitled for the period of Sabbatical Leave. In addition, the amount contributed by the School to PSER Fund shall be deducted from the refund payable to such employee and paid to the School.

The Employee shall be returned to the same position in the same school he or she occupied prior to the leave. An employee on sabbatical leave shall receive at least one-half of his or her regular salary and all benefits provided under the collective bargaining agreement and shall be considered in regular full-time attendance and accrue full seniority, salary increments and participation in PSERS during the period of the leave. The School will make contributions to the School Employees' Retirement Fund as though the employee were in regular full-time daily attendance. The amount the employee's required contribution will be deducted from any compensation payable to the employee while on leave.

**K. Family and Medical Leave Act (FMLA)**

1. General Entitlements - The Employer shall comply with the requirements of the Family and Medical Leave Act of 1993 ("FMLA") and its corresponding regulations, including the following clarifying provisions. Nothing in this Agreement shall be construed to lessen or diminish the rights guaranteed to the Employees under the FMLA. All definitions within this section shall correspond to those defined in the Act and its regulations.
2. Eligibility - Employees shall be eligible for FMLA leave as otherwise set forth in the FMLA.
3. Notice By The Employee - Notice of an Employee's intent to take FMLA leave shall be given in accordance with the FMLA.
4. Paid Leave for FMLA Purposes - Other paid leave provided for in this Agreement shall be used during any FMLA leave.
5. Order of Paid leave for FMLA Purposes- Accrued PTO and/or Sick Leave shall be used concurrently with Unpaid FMLA leave. The order of paid leave shall be as follows:
  - a. Employer Paid FMLA (if eligible under the conditions set forth below)
  - b. Sick Leave
  - c. PTO

Employees may choose to retain a maximum of five (5) PTO leave days for use upon return to work. Days during any approved FMLA leave for which no form of paid leave is available or utilized shall be unpaid.

6. Short-Term Disability- If an employee qualifies for short-term disability insurance coverage and elects to receive the benefit of 60% of his/her salary under the policy, he/she may also elect to use half (.5) of a Sick or PTO day for each day of the qualifying illness to receive the remaining 40% of his/her salary (not to exceed 100% of salary).
7. Reinstatement Rights - The Employee shall be reinstated according to the requirements of FMLA.

**L. Employer Paid FMLA Leave**

Employees who request FMLA leave and are deemed eligible under applicable law shall be granted the following employer paid FMLA leave which shall run simultaneously with the FMLA leave:

1. Up to three (3) weeks paid leave for the birth or adoption of a child, or placement of a foster child; and

Married or unmarried couples who are both employees shall be restricted to a combined total of three (3) weeks of paid leave for childbirth, adoption, or placement of a foster child.

Multiple births, adoptions, or foster placements in one FMLA year do not increase maximum Employer paid FMLA leave.

Any Employee requesting Employer paid leave must provide PA Cyber's Benefits Coordinator thirty (30) days' notice of the requested leave, where the need for such leave is foreseeable.

**XIII. MANAGEMENT RIGHTS**

This Agreement does not modify and is not intended to modify any discretionary authority granted PA Cyber through federal laws and the laws of the Commonwealth of Pennsylvania, which includes without limitation authority granted by the Charter School Law and provisions of the Public-School Code of 1949, 24 P.S. § 1-101, et seq. (the "School Code"). This includes without limitation, the right of PA Cyber to operate independently and consistent with applicable laws.

The parties understand and agree that PA Cyber has the right to manage all operations of PA Cyber, including without limitation the right to plan, direct and control the operation, facilities, equipment, and other property of PA Cyber and the right to direction of the work force, except as explicitly modified by this Agreement. The parties understand and agree that matters of inherent managerial policy are the exclusive rights of PA Cyber and are reserved exclusively to PA Cyber. These matters include without limitation such areas of discretion and policy as to the size, organizational structure and budget of PA Cyber, the size of the workforce, the right to hire, retain, terminate or otherwise manage and select personnel, including both certified and non-certified employees, to set and direct the workday, to set and direct the work year, to utilize contractors and to establish or control the use of PA Cyber facilities and technology.

PA Cyber possesses the exclusive authority and discretion to adopt, develop, change or modify the mission of PA Cyber. It is within the discretion of PA Cyber to develop policies and programs to further the mission of the School. All matters of educational policy and curriculum are reserved exclusively to PA Cyber.

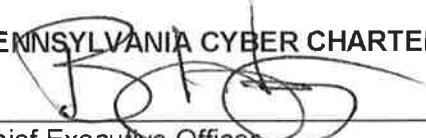
The parties understand and agree that the listing of management rights in this Article XIII is not exhaustive. Nothing in this Article XIII shall operate to restrict, alter, or waive any managerial rights or prerogative not listed herein whether or not such rights have been exercised by the PA Cyber in the past. The parties agree that the ability and right of PA Cyber to manage the School is limited only where a provision of this Agreement expressly limits a right of management.



**XIV. EXECUTION**

This Agreement is made this 19<sup>th</sup> day of August, 2019 by and between the Pennsylvania Cyber Charter School and the PA Cyber School Education Association, PSEA/NEA.

**PENNSYLVANIA CYBER CHARTER SCHOOL:**

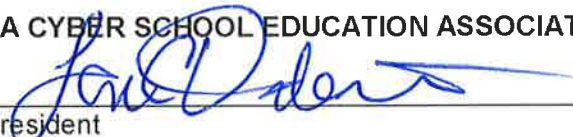
  
\_\_\_\_\_  
Chief Executive Officer

8.19.2019  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
President, Board of Trustees

8-19-19  
\_\_\_\_\_  
Date

**PA CYBER SCHOOL EDUCATION ASSOCIATION:**

  
\_\_\_\_\_  
President

10/23/19  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Secretary

10/23/19  
\_\_\_\_\_  
Date

**APPENDIX A**  
**Step Placement and Salary Schedules**

Step Placement Chart

| <u>2018-2019</u> | <u>2019-2020</u> | <u>2020-2021</u> | <u>2021-2022</u> | <u>2022-2023</u> |
|------------------|------------------|------------------|------------------|------------------|
|                  |                  |                  |                  | 1                |
|                  |                  |                  | 1                | 2                |
|                  |                  | 1                | 2                | 3                |
|                  | 1                | 2                | 3                | 4                |
| 1                | 2                | 3                | 4                | 5                |
| 2                | 3                | 4                | 5                | 6                |
| 3                | 4                | 5                | 6                | 7                |
| 4                | 5                | 6                | 7                | 8                |
| 5                | 6                | 7                | 8                | 9                |
| 6                | 7                | 8                | 9                | 10               |
| 7                | 8                | 9                | 10               | 11               |
| 8                | 9                | 10               | 11               | 12               |
| 9                | 10               | 11               | 12               | 13               |
| 10               | 11               | 12               | 13               | 14               |
| 11               | 12               | 13               | 14               | 15               |
| 12               | 13               | 14               | 15               | 16               |
| 13               | 14               | 15               | 16               | 17               |
| 14               | 15               | 16               | 17               | 17               |
| 15               | 16               | 17               | 17               | 17               |

**2018-2019 Salary Schedule**

| <u>TO TOP</u> | <u>STEP</u> | <u>BACHELORS</u> | <u>MASTERS</u> | <u>MASTERS + 30</u> |
|---------------|-------------|------------------|----------------|---------------------|
| 16            | 1           | \$ 44,000        | \$ 45,500      | \$ 46,000           |
| 15            | 2           | \$ 45,500        | \$ 47,000      | \$ 47,500           |
| 14            | 3           | \$ 47,000        | \$ 48,500      | \$ 49,000           |
| 13            | 4           | \$ 48,500        | \$ 50,000      | \$ 50,500           |
| 12            | 5           | \$ 50,000        | \$ 51,500      | \$ 52,000           |
| 11            | 6           | \$ 52,000        | \$ 53,500      | \$ 54,000           |
| 10            | 7           | \$ 54,500        | \$ 56,000      | \$ 56,500           |
| 9             | 8           | \$ 57,000        | \$ 58,500      | \$ 59,000           |
| 8             | 9           | \$ 59,500        | \$ 61,000      | \$ 61,500           |
| 7             | 10          | \$ 62,000        | \$ 63,500      | \$ 64,000           |
| 6             | 11          | \$ 64,500        | \$ 66,000      | \$ 66,500           |
| 5             | 12          | \$ 67,000        | \$ 68,500      | \$ 69,000           |
| 4             | 13          | \$ 69,000        | \$ 70,500      | \$ 71,000           |
| 3             | 14          | \$ 71,000        | \$ 72,500      | \$ 73,000           |
| 2             | 15          | \$ 73,500        | \$ 75,000      | \$ 75,500           |
| 1             | 16          | \$ 75,500        | \$ 77,000      | \$ 77,500           |
| Top           | 17          | \$ 78,000        | \$ 79,500      | \$ 80,000           |

\* The 2018-2019 salary schedule shall be implemented retroactively to the first pay period for the 2018-2019 school year.

### 2019-2020 Salary Schedule

| <u>TO TOP</u> | <u>STEP</u> | <u>BACHELORS</u> | <u>MASTERS</u> | <u>MASTERS + 30</u> |
|---------------|-------------|------------------|----------------|---------------------|
| 16            | 1           | \$ 44,500        | \$ 46,000      | \$ 46,500           |
| 15            | 2           | \$ 46,000        | \$ 47,500      | \$ 48,000           |
| 14            | 3           | \$ 47,500        | \$ 49,000      | \$ 49,500           |
| 13            | 4           | \$ 49,000        | \$ 50,500      | \$ 51,000           |
| 12            | 5           | \$ 51,000        | \$ 52,500      | \$ 53,000           |
| 11            | 6           | \$ 53,500        | \$ 55,000      | \$ 55,500           |
| 10            | 7           | \$ 55,500        | \$ 57,000      | \$ 57,500           |
| 9             | 8           | \$ 58,000        | \$ 59,500      | \$ 60,000           |
| 8             | 9           | \$ 61,000        | \$ 62,500      | \$ 63,000           |
| 7             | 10          | \$ 63,500        | \$ 65,000      | \$ 65,500           |
| 6             | 11          | \$ 66,000        | \$ 67,500      | \$ 68,000           |
| 5             | 12          | \$ 68,200        | \$ 69,700      | \$ 70,200           |
| 4             | 13          | \$ 70,500        | \$ 72,000      | \$ 72,500           |
| 3             | 14          | \$ 73,000        | \$ 74,500      | \$ 75,000           |
| 2             | 15          | \$ 75,000        | \$ 76,500      | \$ 77,000           |
| 1             | 16          | \$ 77,500        | \$ 79,000      | \$ 79,500           |
| Top           | 17          | \$ 80,000        | \$ 81,500      | \$ 82,000           |

### 2020-2021 Salary Schedule

| <u>TO TOP</u> | <u>STEP</u> | <u>BACHELORS</u> | <u>MASTERS</u> | <u>MASTERS + 30</u> |
|---------------|-------------|------------------|----------------|---------------------|
| 16            | 1           | \$ 45,500        | \$ 47,000      | \$ 47,500           |
| 15            | 2           | \$ 47,000        | \$ 48,500      | \$ 49,000           |
| 14            | 3           | \$ 48,500        | \$ 50,000      | \$ 50,500           |
| 13            | 4           | \$ 50,000        | \$ 51,500      | \$ 52,000           |
| 12            | 5           | \$ 52,000        | \$ 53,500      | \$ 54,000           |
| 11            | 6           | \$ 54,000        | \$ 55,500      | \$ 56,000           |
| 10            | 7           | \$ 56,000        | \$ 57,500      | \$ 58,000           |
| 9             | 8           | \$ 58,500        | \$ 60,000      | \$ 60,500           |
| 8             | 9           | \$ 61,500        | \$ 63,000      | \$ 63,500           |
| 7             | 10          | \$ 65,000        | \$ 66,500      | \$ 67,000           |
| 6             | 11          | \$ 68,000        | \$ 69,500      | \$ 70,000           |
| 5             | 12          | \$ 71,000        | \$ 72,500      | \$ 73,000           |
| 4             | 13          | \$ 73,500        | \$ 75,000      | \$ 75,500           |
| 3             | 14          | \$ 75,500        | \$ 77,000      | \$ 77,500           |
| 2             | 15          | \$ 77,500        | \$ 79,000      | \$ 79,500           |
| 1             | 16          | \$ 79,500        | \$ 81,000      | \$ 81,500           |
| Top           | 17          | \$ 82,000        | \$ 83,500      | \$ 84,000           |

**2021-2022 Salary Schedule**

| <u>TO TOP</u> | <u>STEP</u> | <u>BACHELORS</u> | <u>MASTERS</u> | <u>MASTERS + 30</u> |
|---------------|-------------|------------------|----------------|---------------------|
| 16            | 1           | \$ 46,500        | \$ 48,000      | \$ 48,500           |
| 15            | 2           | \$ 48,200        | \$ 49,700      | \$ 50,200           |
| 14            | 3           | \$ 49,800        | \$ 51,300      | \$ 51,800           |
| 13            | 4           | \$ 51,600        | \$ 53,100      | \$ 53,600           |
| 12            | 5           | \$ 53,550        | \$ 55,050      | \$ 55,550           |
| 11            | 6           | \$ 55,500        | \$ 57,000      | \$ 57,500           |
| 10            | 7           | \$ 57,500        | \$ 59,000      | \$ 59,500           |
| 9             | 8           | \$ 60,000        | \$ 61,500      | \$ 62,000           |
| 8             | 9           | \$ 62,500        | \$ 64,000      | \$ 64,500           |
| 7             | 10          | \$ 66,000        | \$ 67,500      | \$ 68,000           |
| 6             | 11          | \$ 69,000        | \$ 70,500      | \$ 71,000           |
| 5             | 12          | \$ 72,000        | \$ 73,500      | \$ 74,000           |
| 4             | 13          | \$ 74,200        | \$ 75,700      | \$ 76,200           |
| 3             | 14          | \$ 76,500        | \$ 78,000      | \$ 78,500           |
| 2             | 15          | \$ 78,800        | \$ 80,300      | \$ 80,800           |
| 1             | 16          | \$ 81,200        | \$ 82,700      | \$ 83,200           |
| Top           | 17          | \$ 83,500        | \$ 85,000      | \$ 85,500           |

**2022-2023 Salary Schedule**

| <u>TO TOP</u> | <u>STEP</u> | <u>BACHELORS</u> | <u>MASTERS</u> | <u>MASTERS + 30</u> |
|---------------|-------------|------------------|----------------|---------------------|
| 16            | 1           | \$ 48,000        | \$ 49,500      | \$ 50,000           |
| 15            | 2           | \$ 50,315        | \$ 51,815      | \$ 52,315           |
| 14            | 3           | \$ 52,630        | \$ 54,130      | \$ 54,630           |
| 13            | 4           | \$ 54,945        | \$ 56,445      | \$ 56,945           |
| 12            | 5           | \$ 57,260        | \$ 58,760      | \$ 59,260           |
| 11            | 6           | \$ 60,000        | \$ 61,500      | \$ 62,000           |
| 10            | 7           | \$ 62,000        | \$ 63,500      | \$ 64,000           |
| 9             | 8           | \$ 65,570        | \$ 67,070      | \$ 67,570           |
| 8             | 9           | \$ 67,570        | \$ 69,070      | \$ 69,570           |
| 7             | 10          | \$ 69,800        | \$ 71,300      | \$ 71,800           |
| 6             | 11          | \$ 72,000        | \$ 73,500      | \$ 74,000           |
| 5             | 12          | \$ 74,200        | \$ 75,700      | \$ 76,200           |
| 4             | 13          | \$ 77,000        | \$ 78,500      | \$ 79,000           |
| 3             | 14          | \$ 79,200        | \$ 80,700      | \$ 81,200           |
| 2             | 15          | \$ 81,500        | \$ 83,000      | \$ 83,500           |
| 1             | 16          | \$ 84,000        | \$ 85,500      | \$ 86,000           |
| Top           | 17          | \$ 86,000        | \$ 87,500      | \$ 88,000           |

## APPENDIX B

### Health Care Plan Grids



#### Summary of PPO Blue Benefits Enhanced Plan

On the chart below, you'll see what your plan pays for specific services. You may be responsible for a facility fee, clinic charge or similar fee or charge (in addition to any professional fees) if your office visit or service is provided at a location that qualifies as a hospital department or satellite building of a hospital.

#### The Pennsylvania Cyber Charter School

**Effective 1-1-2015**

| Benefit                                                                                                                                                                                                              | Network                                                               | Out-of-Network                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------|
| <b>General Provisions</b>                                                                                                                                                                                            |                                                                       |                                 |
| <b>Benefit Period(1)</b>                                                                                                                                                                                             | <b>Calendar Year</b>                                                  |                                 |
| <b>Deductible (per benefit period)</b>                                                                                                                                                                               |                                                                       |                                 |
| Individual                                                                                                                                                                                                           | \$200                                                                 | \$400                           |
| Family                                                                                                                                                                                                               | \$400                                                                 | \$800                           |
| <b>Plan Pays – payment based on the plan allowance</b>                                                                                                                                                               | 100% after deductible                                                 | 70% after deductible            |
| <b>Out-of-Pocket Maximums (Once met, plan pays 100% for the rest of the benefit period)</b>                                                                                                                          |                                                                       |                                 |
| Individual                                                                                                                                                                                                           | None                                                                  | \$1,000                         |
| Family                                                                                                                                                                                                               | None                                                                  | \$2,000                         |
| <b>Total Maximum Out of Pocket (Includes deductible, coinsurance, copays and other qualified medical expenses, Network only)(7) Once met, plan pays 100% of covered services for the rest of the benefit period.</b> |                                                                       |                                 |
| Individual                                                                                                                                                                                                           | \$ 6,350                                                              | Not Applicable                  |
| Family                                                                                                                                                                                                               | \$12,700                                                              |                                 |
| <b>Autism Spectrum Disorders (ASD) Maximum (per person)(2)</b>                                                                                                                                                       | \$40,000/benefit period                                               |                                 |
| <b>Office/Clinic/Urgent Care Visits</b>                                                                                                                                                                              |                                                                       |                                 |
| <b>Retail Clinic Visits</b>                                                                                                                                                                                          | 100% after \$20 copayment                                             | 70% after deductible            |
| <b>Primary Care Provider Office Visits</b>                                                                                                                                                                           | 100% after \$20 copayment                                             | 70% after deductible            |
| <b>Specialist Office Visits</b>                                                                                                                                                                                      | 100% after \$20 copayment                                             | 70% after deductible            |
| <b>Urgent Care Center Visits</b>                                                                                                                                                                                     | 100% after \$20 copayment                                             | 70% after deductible            |
| <b>Preventive Care(3)</b>                                                                                                                                                                                            |                                                                       |                                 |
| <b>Routine Adult</b>                                                                                                                                                                                                 |                                                                       |                                 |
| Physical exams                                                                                                                                                                                                       | 100% (deductible does not apply)                                      | Not Covered                     |
| Adult immunizations                                                                                                                                                                                                  | 100% (deductible does not apply)                                      | 70% after deductible            |
| Colorectal cancer screening                                                                                                                                                                                          | 100% (deductible does not apply)                                      | 70% after deductible            |
| Routine gynecological exams, including a Pap Test                                                                                                                                                                    | 100% (deductible does not apply)                                      | 70% (deductible does not apply) |
| Mammograms, annual routine and medically necessary                                                                                                                                                                   | 100% (deductible does not apply)                                      | 70% after deductible            |
| Diagnostic services and procedures                                                                                                                                                                                   | 100% (deductible does not apply)                                      | 70% after deductible            |
| <b>Routine Pediatric</b>                                                                                                                                                                                             |                                                                       |                                 |
| Physical exams                                                                                                                                                                                                       | 100% (deductible does not apply)                                      | Not Covered                     |
| Pediatric immunizations                                                                                                                                                                                              | 100% (deductible does not apply)                                      | 70% (deductible does not apply) |
| Diagnostic services and procedures                                                                                                                                                                                   | 100% (deductible does not apply)                                      | 70% after deductible            |
| <b>Hospital and Medical/Surgical Expenses (including Maternity)</b>                                                                                                                                                  |                                                                       |                                 |
| <b>Hospital Inpatient</b>                                                                                                                                                                                            |                                                                       |                                 |
| <b>Hospital Outpatient</b>                                                                                                                                                                                           |                                                                       |                                 |
| <b>Maternity (non-preventive facility &amp; professional services)</b>                                                                                                                                               |                                                                       |                                 |
| <b>Medical/Surgical (except office visits)</b>                                                                                                                                                                       | 100% after deductible                                                 | 70% after deductible            |
| <b>Emergency Services</b>                                                                                                                                                                                            |                                                                       |                                 |
| <b>Emergency Room Services</b>                                                                                                                                                                                       | 100% after \$75 copayment (waived if admitted)                        |                                 |
| <b>Ambulance</b>                                                                                                                                                                                                     | 100% after deductible                                                 | 70% after deductible            |
| <b>Therapy and Rehabilitation Services</b>                                                                                                                                                                           |                                                                       |                                 |
| <b>Physical Medicine</b>                                                                                                                                                                                             | 100% after deductible                                                 | 70% after deductible            |
|                                                                                                                                                                                                                      | Note: Specialist office visit may apply if an office visit is billed. |                                 |
| <b>Respiratory Therapy</b>                                                                                                                                                                                           | 100% after deductible                                                 | 70% after deductible            |
| <b>Speech &amp; Occupational Therapy</b>                                                                                                                                                                             | 100% after deductible                                                 | 70% after deductible            |
|                                                                                                                                                                                                                      | Note: Specialist office visit may apply if an office visit is billed. |                                 |
| <b>Spinal Manipulations</b>                                                                                                                                                                                          | 100% after \$20 copayment                                             | 70% after deductible            |
|                                                                                                                                                                                                                      | Note: Specialist office visit may apply if an office visit is billed. |                                 |
|                                                                                                                                                                                                                      | Limit: 20 visits/benefit period                                       |                                 |



| <b>Benefit</b>                                                                                                                                                                                           | <b>Network</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Out-of-Network</b>         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Other Therapy Services</b> (Cardiac Rehab, Infusion Therapy, Chemotherapy, Radiation Therapy and Dialysis)                                                                                            | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Mental Health/Substance Abuse</b>                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Inpatient</b>                                                                                                                                                                                         | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Inpatient Detoxification/Rehabilitation</b>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Outpatient</b>                                                                                                                                                                                        | 100% (deductible does not apply)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 70% deductible does not apply |
| <b>Other Services</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Allergy Extracts and Injections</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Applied Behavior Analysis for Autism Spectrum Disorders(2)</b>                                                                                                                                        | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Assisted Fertilization Procedures</b>                                                                                                                                                                 | Not Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| <b>Dental Services Related to Accidental Injury</b>                                                                                                                                                      | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Diagnostic Services</b><br><i>Advanced Imaging</i> (MRI, CAT, PET scan, etc.)                                                                                                                         | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <i>Basic Diagnostic Services</i> (standard imaging, diagnostic medical, lab/pathology, allergy testing)                                                                                                  | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Durable Medical Equipment, Orthotics and Prosthetics</b>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Home Health Care</b>                                                                                                                                                                                  | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Hospice</b>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Infertility Counseling, Testing and Treatment(4)</b>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Private Duty Nursing</b>                                                                                                                                                                              | 100% after Network deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| <b>Skilled Nursing Facility Care</b>                                                                                                                                                                     | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Transplant Services</b>                                                                                                                                                                               | 100% after deductible                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 70% after deductible          |
| <b>Precertification Requirements(5)</b>                                                                                                                                                                  | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |
| <b>Prescription Drugs</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Prescription Drug Deductible</b><br>Individual<br>Family                                                                                                                                              | None<br>None                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |
| <b>Prescription Drug Program(6)</b><br>Mandatory Generic<br><i>Defined by the premier 2012 Pharmacy Network – Not Physician Network. Prescriptions filled at a non-network pharmacy are not covered.</i> | <b>Retail Drugs (31-/60-/90-day Supply)</b><br>\$5 Generic/\$25 Brand Formulary/\$75 Proton Pump Inhibitor (PPO) copayment<br>\$10 Generic/\$50 Brand Formulary/\$150 Brand Non-Formulary<br>\$15 Generic/\$75 Brand Formulary/\$225 Brand Non-Formulary<br><br><b>Maintenance Drugs Through Mail Order (90-day Supply)</b><br>\$13 Generic/\$63 Brand Formulary/\$188 Brand Non-Formulary<br>\$188 Proton Pump Inhibitor copayment<br>Up to a 90-day supply<br>(2.5 x's retail copayment) |                               |

- (1) Your group's benefit period is based on a Calendar Year which runs from January 1 to December 31.
- (2) Coverage for eligible members to age 21. Services will be paid according to the benefit category (e.g. speech therapy). Treatment for autism spectrum disorders does not reduce visit/day limits.
- (3) Services are limited to those listed on the Highmark Preventive Schedule. Gender, age and frequency limits may apply.
- (4) Treatment includes coverage for the correction of a physical or medical problem associated with infertility. Infertility drug therapy may or may not be covered depending on your group's prescription drug program.
- (5) **Highmark Medical Management & Policy (MM&P) must be** contacted prior to a planned inpatient admission or within 48 hours of an emergency or maternity-related inpatient admission. Be sure to **verify that your provider is contacting** the MM&P for precertification. If not, you are responsible for contacting MM&P. If this does not occur and it is later determined that all or part of the inpatient stay was not medically necessary or appropriate, you will be responsible for payment of any costs not covered.
- (6) The formulary is an extensive list of Food and Drug Administration (FDA) approved prescription drugs selected for their quality, safety and effectiveness. It includes products in every major therapeutic category. The formulary was developed by the Highmark Pharmacy and Therapeutics Committee made up of clinical pharmacists and physicians your program includes coverage for both formulary and non-formulary drugs at the specific copayment or coinsurance amounts listed above. You are responsible for the payment differential when a generic drug is authorized by your provider and you purchase a brand name drug. Your payment is the price difference between the brand name drug and generic drug in addition to the brand name drug copayment or coinsurance amounts, which may apply.
- (7) Effective with plan years beginning on or after January 1, 2014, the Network Total Maximum Out-of-Pocket as mandated by the federal government must include deductible, coinsurance, copays, and any qualified medical expenses The Total Maximum Out-of-Pocket cannot be more than \$6,350 for Individual and \$12,700 for two or more persons.

## Summary of PPO Blue Benefits Enhanced Plan

On the chart below, you'll see what your plan pays for specific services. You may be responsible for a facility fee, clinic charge or similar fee or charge (in addition to any professional fees) if your office visit or service is provided at a location that qualifies as a hospital department or satellite building of a hospital.

### The Pennsylvania Cyber Charter School

Effective 1-1-2015

| Benefit                                                                                                                                                                                                              | Network                                                                                                                                                                       | Out-of-Network                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>General Provisions</b>                                                                                                                                                                                            |                                                                                                                                                                               |                                    |
| <b>Benefit Period(1)</b>                                                                                                                                                                                             | <b>Calendar Year</b>                                                                                                                                                          |                                    |
| <b>Deductible (per benefit period)</b>                                                                                                                                                                               |                                                                                                                                                                               |                                    |
| Individual                                                                                                                                                                                                           | \$400                                                                                                                                                                         | \$800                              |
| Family                                                                                                                                                                                                               | \$800                                                                                                                                                                         | \$1,600                            |
| <b>Plan Pays – payment based on the plan allowance</b>                                                                                                                                                               | 90% after deductible                                                                                                                                                          | 60% after deductible               |
| <b>Out-of-Pocket Maximums (Once met, plan pays 100% for the rest of the benefit period)</b>                                                                                                                          |                                                                                                                                                                               |                                    |
| Individual                                                                                                                                                                                                           | \$1,000                                                                                                                                                                       | \$2,000                            |
| Family                                                                                                                                                                                                               | \$2,000<br>(excluding deductibles)                                                                                                                                            | \$4,000<br>(excluding deductibles) |
| <b>Total Maximum Out of Pocket (Includes deductible, coinsurance, copays and other qualified medical expenses, Network only)(7) Once met, plan pays 100% of covered services for the rest of the benefit period.</b> |                                                                                                                                                                               |                                    |
| Individual                                                                                                                                                                                                           | \$ 6,350                                                                                                                                                                      | Not Applicable                     |
| Family                                                                                                                                                                                                               | \$12,700                                                                                                                                                                      |                                    |
| <b>Autism Spectrum Disorders (ASD) Maximum (per person)(2)</b>                                                                                                                                                       | \$40,000/benefit period                                                                                                                                                       |                                    |
| <b>Office/Clinic/Urgent Care Visits</b>                                                                                                                                                                              |                                                                                                                                                                               |                                    |
| <b>Retail Clinic Visits</b>                                                                                                                                                                                          | 100% after \$30 copayment                                                                                                                                                     | 60% after deductible               |
| <b>Primary Care Provider Office Visits</b>                                                                                                                                                                           | 100% after \$30 copayment                                                                                                                                                     | 60% after deductible               |
| <b>Specialist Office Visits</b>                                                                                                                                                                                      | 100% after \$30 copayment                                                                                                                                                     | 60% after deductible               |
| <b>Urgent Care Center Visits</b>                                                                                                                                                                                     | 100% after \$30 copayment                                                                                                                                                     | 60% after deductible               |
| <b>Preventive Care(3)</b>                                                                                                                                                                                            |                                                                                                                                                                               |                                    |
| <b>Routine Adult</b>                                                                                                                                                                                                 |                                                                                                                                                                               |                                    |
| Physical exams                                                                                                                                                                                                       | 100% (deductible does not apply)                                                                                                                                              | Not Covered                        |
| Adult immunizations                                                                                                                                                                                                  | 100% (deductible does not apply)                                                                                                                                              | 60% (deductible does not apply)    |
| Colorectal cancer screening                                                                                                                                                                                          | 100% (deductible does not apply)                                                                                                                                              | 60% after deductible               |
| Routine gynecological exams, including a Pap Test                                                                                                                                                                    | 100% (deductible does not apply)                                                                                                                                              | 60% after deductible               |
| Mammograms, annual routine and medically necessary                                                                                                                                                                   | 100% (deductible does not apply)                                                                                                                                              | 60% after deductible               |
| Diagnostic services and procedures                                                                                                                                                                                   | 100% (deductible does not apply)                                                                                                                                              | 60% after deductible               |
| <b>Routine Pediatric</b>                                                                                                                                                                                             |                                                                                                                                                                               |                                    |
| Physical exams                                                                                                                                                                                                       | 100% (deductible does not apply)                                                                                                                                              | Not Covered                        |
| Pediatric immunizations                                                                                                                                                                                              | 100% (deductible does not apply)                                                                                                                                              | 60% (deductible does not apply)    |
| Diagnostic services and procedures                                                                                                                                                                                   | 100% (deductible does not apply)                                                                                                                                              | 60% after deductible               |
| <b>Hospital and Medical/Surgical Expenses (including Maternity)</b>                                                                                                                                                  |                                                                                                                                                                               |                                    |
| <b>Hospital Inpatient</b>                                                                                                                                                                                            |                                                                                                                                                                               |                                    |
| <b>Hospital Outpatient</b>                                                                                                                                                                                           |                                                                                                                                                                               |                                    |
| <b>Maternity (non-preventive facility &amp; professional services)</b>                                                                                                                                               | 90% after deductible                                                                                                                                                          | 60% after deductible               |
| <b>Medical/Surgical (except office visits)</b>                                                                                                                                                                       |                                                                                                                                                                               |                                    |
| <b>Emergency Services</b>                                                                                                                                                                                            |                                                                                                                                                                               |                                    |
| <b>Emergency Room Services</b>                                                                                                                                                                                       | 100% after \$100 copayment (waived if admitted)<br><i>Note: If inpatient admission occurs, deductible will apply. If outpatient observation occurs, copayment will apply.</i> |                                    |
| <b>Ambulance</b>                                                                                                                                                                                                     | 90% after deductible                                                                                                                                                          | 60% after deductible               |
| <b>Therapy and Rehabilitation Services</b>                                                                                                                                                                           |                                                                                                                                                                               |                                    |
| <b>Physical Medicine, Occupational, Speech Therapy Services</b>                                                                                                                                                      | 90% after deductible<br>Specialist office visit copayment may apply if an office visit is billed.                                                                             | 60% after deductible               |
| <b>Respiratory Therapy</b>                                                                                                                                                                                           | 90% after deductible                                                                                                                                                          | 60% after deductible               |
| <b>Spinal Manipulations</b>                                                                                                                                                                                          | 100% after \$30 copayment<br>Specialist office visit copayment may apply if an office visit is billed.                                                                        | 60% after deductible               |
|                                                                                                                                                                                                                      | Limit: 20 visits/benefit period                                                                                                                                               |                                    |
| <b>Other Therapy Services (Cardiac Rehab, Infusion Therapy, Chemotherapy, Radiation Therapy and Dialysis)</b>                                                                                                        | 90% after deductible                                                                                                                                                          | 60% after deductible               |

| Benefit                                                                                                                                                                                                                                                | Network                                                                                                                                                                                                                                                                                                                                                                                      | Out-of-Network                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Mental Health/Substance Abuse</b>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Inpatient                                                                                                                                                                                                                                              | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Inpatient Detoxification/Rehabilitation                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Outpatient                                                                                                                                                                                                                                             | 90% (deductible does not apply)                                                                                                                                                                                                                                                                                                                                                              | 60% deductible does not apply |
| <b>Other Services</b>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Allergy Extracts and Injections                                                                                                                                                                                                                        | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Applied Behavior Analysis for Autism Spectrum Disorders(2)                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Assisted Fertilization Procedures                                                                                                                                                                                                                      | Not Covered                                                                                                                                                                                                                                                                                                                                                                                  |                               |
| Dental Services Related to Accidental Injury                                                                                                                                                                                                           | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Diagnostic Services<br><i>Advanced Imaging</i> (MRI, CAT, PET scan, etc.)                                                                                                                                                                              | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| <i>Basic Diagnostic Services</i> (standard imaging, diagnostic medical, lab/pathology, allergy testing)                                                                                                                                                | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Durable Medical Equipment, Orthotics and Prosthetics                                                                                                                                                                                                   | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Home Health Care                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Hospice                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Infertility Counseling, Testing and Treatment(4)                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Private Duty Nursing                                                                                                                                                                                                                                   | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Skilled Nursing Facility Care                                                                                                                                                                                                                          | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Transplant Services                                                                                                                                                                                                                                    | 90% after deductible                                                                                                                                                                                                                                                                                                                                                                         | 60% after deductible          |
| Dependent Eligibility                                                                                                                                                                                                                                  | Dependents up to age 26                                                                                                                                                                                                                                                                                                                                                                      |                               |
| Precertification Requirements(5)                                                                                                                                                                                                                       | Yes                                                                                                                                                                                                                                                                                                                                                                                          |                               |
| <b>Prescription Drugs</b>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| Prescription Drug Deductible<br>Individual<br>Family                                                                                                                                                                                                   | None                                                                                                                                                                                                                                                                                                                                                                                         |                               |
| Prescription Drug Program(6)<br>Mandatory Generic<br><i>Defined by the Premier Pharmacy Network – Not Physician Network. Prescriptions filled at a non-network pharmacy are not covered.</i><br><br><i>Your plan uses the Comprehensive Formulary.</i> | <b>Retail Drugs (31-/60-/90-day Supply)</b><br>\$10/\$20/\$30 – Generic<br>\$40/\$80/\$120 – Brand Formulary<br>\$75/\$150/\$225 – Brand Non-Formulary<br>\$75 – Proton Pump Inhibitor (331-day supply only)<br><br><b>Maintenance Drugs Through Mail Order (90-day Supply)</b><br>\$25 – Generic<br>\$100 – Brand Formulary<br>\$188 – Brand Non Formulary<br>\$188 – Proton Pump Inhibitor |                               |

- (1) Your group's benefit period is based on a Calendar Year. The Contract Year is a consecutive 12-month period beginning on your employer's effective date. Contact your employer to determine the effective date applicable to your program.
- (2) Coverage for eligible members to age 21. Services will be paid according to the benefit category (e.g. speech therapy). Treatment for autism spectrum disorders does not reduce visit/day limits.
- (3) Services are limited to those listed on the Highmark Preventive Schedule. Gender, age and frequency limits may apply.
- (4) Treatment includes coverage for the correction of a physical or medical problem associated with infertility. Infertility drug therapy may or may not be covered depending on your group's prescription drug program.
- (5) Highmark Medical Management & Policy (MM&P) must be contacted prior to a planned inpatient admission or within 48 hours of an emergency or maternity-related inpatient admission. Be sure to verify that your provider is contacting the MM&P for precertification. If not, you are responsible for contacting MM&P. If this does not occur and it is later determined that all or part of the inpatient stay was not medically necessary or appropriate, you will be responsible for payment of any costs not covered.
- (6) The formulary is an extensive list of Food and Drug Administration (FDA) approved prescription drugs selected for their quality, safety and effectiveness. It includes products in every major therapeutic category. The formulary was developed by the Highmark Pharmacy and Therapeutics Committee made up of clinical pharmacists and physicians your program includes coverage for both formulary and non-formulary drugs at the specific copayment or coinsurance amounts listed above. You are responsible for the payment differential when a generic drug is authorized by your provider and you purchase a brand name drug. Your payment is the price difference between the brand name drug and generic drug in addition to the brand name drug copayment or coinsurance amounts, which may apply.
- (7) Effective with plan years beginning on or after January 1, 2014, the Network Total Maximum Out-of-Pocket as mandated by the federal government must include deductible, coinsurance, copays, and any qualified medical expenses. The Total Maximum Out-of-Pocket cannot be more than \$6,350 for Individual and \$12,700 for two or more persons.

**Summary of Benefits**  
**UPMC Health Plan**  
**PPO Enhanced**

The Pennsylvania Cyber Charter School

Rx: \$5/\$25/\$75/\$75

The Preferred Provider Organization (PPO) plan offers you the choice of two levels of health care benefits each time you need medical services. Members will have reduced cost-sharing if care is received from a participating provider. Coordination of service is not required.

| <b>Covered Services*</b>                                                                                                                        | <b>Participating Provider</b>                   | <b>Non-Participating Provider</b>          |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------|
| <b>Annual deductible</b>                                                                                                                        |                                                 |                                            |
| Individual                                                                                                                                      | \$200 per Benefit Period.                       | \$400 per Benefit Period.                  |
| Family                                                                                                                                          | \$400 per Benefit Period.                       | \$800 per Benefit Period.                  |
| <b>Annual out-of-pocket limit (includes Coinsurance for Covered Services specified in this Summary of Benefits)</b>                             |                                                 |                                            |
| Individual                                                                                                                                      | None                                            | \$1,000 per Benefit Period.                |
| Family                                                                                                                                          | None                                            | \$2,000 per Benefit Period.                |
| <b>Annual out-of-pocket limit (includes Copayments, Coinsurance and Deductibles for Covered Services specified in this Summary of Benefits)</b> |                                                 |                                            |
| Individual                                                                                                                                      | \$6,350 per Benefit Period.                     | Not Applicable                             |
| Family                                                                                                                                          | \$12,700 per Benefit Period.                    | Not Applicable                             |
| Plan payment level                                                                                                                              | Covered at 100% after Deductible. <sup>1</sup>  | You pay 30% after Deductible. <sup>2</sup> |
| Lifetime benefit limit                                                                                                                          | Unlimited                                       | Unlimited                                  |
| Primary care provider (PCP) required                                                                                                            | No                                              | No                                         |
| Pre-existing condition limitations                                                                                                              | None                                            | None                                       |
| Pre-certification requirements                                                                                                                  | Provider responsibility                         | Member responsibility                      |
| <b>Provider Medical Services<sup>3</sup></b>                                                                                                    |                                                 |                                            |
| <b>Adult Care</b>                                                                                                                               |                                                 |                                            |
| Preventive/health screening examination                                                                                                         | Covered at 100%; you pay \$0.                   | Not covered.                               |
| Adult immunizations                                                                                                                             | Covered at 100%; you pay \$0.                   | You pay 30% after Deductible.              |
| <b>Pediatric Care</b>                                                                                                                           |                                                 |                                            |
| Preventive/health screening examination                                                                                                         | Covered at 100%; you pay \$0.                   | Not covered                                |
| Pediatric immunizations                                                                                                                         | Covered at 100%; you pay \$0.                   | You pay 30% (Deductible does not apply)    |
| Well-baby visits                                                                                                                                | Covered at 100%; you pay \$0.                   | Not covered.                               |
| <b>Women's Care</b>                                                                                                                             |                                                 |                                            |
| Routine gynecological exam, including a Pap test                                                                                                | Covered at 100%; you pay \$0.                   | You pay 30% (Deductible does not apply)    |
| Mammograms, annual routine and medically necessary                                                                                              | Covered at 100%; you pay \$0.                   | You pay 30% after Deductible.              |
| Provider office visit (for illness or injury)                                                                                                   | Covered at 100% after \$20 Copayment per visit. | You pay 30% after Deductible.              |
| Specialist office visit                                                                                                                         | Covered at 100% after \$20 Copayment per visit. | You pay 30% after Deductible.              |
| Medical/surgical services                                                                                                                       | Covered at 100% after Deductible.               | You pay 30% after Deductible.              |
| <b>Hospital Services</b>                                                                                                                        |                                                 |                                            |
| Inpatient/outpatient care, medical/surgical services, ancillary services, and supplies                                                          | Covered at 100% after Deductible.               | You pay 30% after Deductible.              |

| Covered Services*                                                                                                                   | Participating Provider                                                                                                       | Non-Participating Provider    |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Emergency Services</b>                                                                                                           |                                                                                                                              |                               |
| Emergency department                                                                                                                | Covered at 100% after \$75 Copayment per visit. Deductible does not apply. Copayment waived if member admitted as inpatient. |                               |
| Emergency transportation                                                                                                            | Covered at 100% after in-network Deductible.                                                                                 |                               |
| Urgent care facility                                                                                                                | Covered at 100% after \$20 Copayment per visit.                                                                              | You pay 30% after Deductible. |
| <b>Diagnostic Services</b>                                                                                                          |                                                                                                                              |                               |
| Advanced imaging (e.g. PET, MRI, etc.)                                                                                              | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Other imaging (e.g. x-ray, sonogram, etc.)                                                                                          | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Lab and other services                                                                                                              | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| <b>Medical Therapy Services</b>                                                                                                     |                                                                                                                              |                               |
| Chemotherapy, radiation, dialysis treatment                                                                                         | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Injectable, infusion therapy, or other drugs administered or provided by a medical professional in an outpatient or office setting. | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| <b>Rehabilitation/Habilitation Therapy Services</b>                                                                                 |                                                                                                                              |                               |
| Physical and occupational therapy                                                                                                   | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Speech therapy                                                                                                                      | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| <b>Other Medical Services</b>                                                                                                       |                                                                                                                              |                               |
| Acupuncture                                                                                                                         | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Allergy testing and serum                                                                                                           | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Durable medical equipment and corrective appliances                                                                                 | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Fertility testing                                                                                                                   | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Home health care                                                                                                                    | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Hospice care                                                                                                                        | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Podiatry care                                                                                                                       | Covered at 100% after \$20 Copayment per visit.                                                                              | You pay 30% after Deductible. |
| Private duty nursing                                                                                                                | Covered at 100% after in-network Deductible.                                                                                 |                               |
| Respiratory therapy                                                                                                                 | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Skilled nursing facility                                                                                                            | Covered at 100% after Deductible.                                                                                            | You pay 30% after Deductible. |
| Therapeutic manipulation                                                                                                            | Covered at 100% after \$20 Copayment per visit.                                                                              | You pay 30% after Deductible. |
|                                                                                                                                     | Limit of 20 visits per Benefit Period.                                                                                       |                               |

| Covered Services*                                                                                                                                                                                                                                                                  | Participating Provider                                                                                                                                                                                                                                           | Non-Participating Provider              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Behavioral Health – Contact UPMC Health Plan Behavioral Health Services at 1-888-251-0083</b>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                  |                                         |
| Behavioral Health                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                  |                                         |
| Inpatient                                                                                                                                                                                                                                                                          | Covered at 100% after Deductible.                                                                                                                                                                                                                                | You pay 30% after Deductible.           |
| Outpatient                                                                                                                                                                                                                                                                         | Covered at 100%; you pay \$0.                                                                                                                                                                                                                                    | You pay 30% (Deductible does not apply) |
| Substance Abuse Services                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                  |                                         |
| Inpatient detoxification                                                                                                                                                                                                                                                           | Covered at 100% after Deductible.                                                                                                                                                                                                                                | You pay 30% after Deductible.           |
| Inpatient rehabilitation                                                                                                                                                                                                                                                           | Covered at 100% after Deductible.                                                                                                                                                                                                                                | You pay 30% after Deductible.           |
| Outpatient rehabilitation                                                                                                                                                                                                                                                          | Covered at 100%; you pay \$0.                                                                                                                                                                                                                                    | You pay 30% (Deductible does not apply) |
| <b>Prescription Drug Coverage – The <i>Your Choice</i> pharmacy program will apply (mandatory generic).<br/>Not subject to plan Deductible.</b>                                                                                                                                    |                                                                                                                                                                                                                                                                  |                                         |
| Retail prescription drug <sup>4</sup> <ul style="list-style-type: none"> <li>• Prescriptions must be dispensed by a participating pharmacy</li> <li>• 31-day supply</li> </ul>                                                                                                     | You pay \$5 copayment for generic drugs<br>You pay \$25 copayment for preferred brand drugs<br>You pay \$75 copayment for non-preferred brand drugs<br>You pay \$75 copayment for brand PPI drugs<br><br>90-day maximum retail supply available for 3 copayments |                                         |
| Specialty prescription drug <sup>4</sup> <ul style="list-style-type: none"> <li>• Specialty medications are limited to a 31-day supply</li> <li>• Most specialty medications must be filled at our contracted specialty pharmacy provider (list available upon request)</li> </ul> | You pay \$75 copayment for specialty drugs<br><br>31-day maximum supply                                                                                                                                                                                          |                                         |
| Mail-order prescription drug <sup>4</sup> <ul style="list-style-type: none"> <li>• A three-month supply (up to 90 days) of medication may be dispensed through the contracted mail-service pharmacy</li> </ul>                                                                     | You pay \$13 copayment for generic drugs<br>You pay \$63 copayment for preferred brand drugs<br>You pay \$188 copayment for non-preferred brand drugs<br>You pay \$188 copayment for brand PPI drugs<br><br>90-day maximum mail-order supply                     |                                         |

\*All services must be Medically Necessary and, when required, Prior authorization must be obtained.

<sup>1</sup> Copayments may apply to certain services.

<sup>2</sup> If care is out-of-network, benefits are paid at a lower level after your annual deductible is met. If you go to an out-of-network provider, you also may have to pay the difference between the providers charge and the UPMC Health Plan payment (reasonable and customary amount).

<sup>3</sup> UPMC Health Plan maintains that the coverage described in this document is at all times administered in compliance with applicable laws and regulations. If at any time any part or provision of this Statement of Benefits is in conflict with any applicable law, regulation, or other controlling authority, the requirements of that authority shall prevail.

<sup>4</sup> If the brand-name drug is dispensed instead of the generic equivalent, you must pay the copayment associated with the brand-name drug as well as the retail price difference between the brand-name drug and the generic drug.

This summary is meant to assist in comparing the benefit plans. It is not a contract. If differences exist between this summary and a group's contract or a member's Certificate of Coverage, the contract or Certificate of Coverage prevails.

In this document, the term "UPMC Health Plan" refers to benefit plans offered by UPMC Health Network, Inc., UPMC Health Options, Inc. and/or UPMC Health Plan, Inc.

This managed care plan may not cover all your health care expenses. Read your contract carefully to determine which health care services are covered.

UPMC Health Plan Member Services: 1-868-876-2756  
TTY Services: 1-800-361-2629

## UPMC HEALTH PLAN

U.S. Steel Tower  
600 Grant Street  
Pittsburgh, Pennsylvania 15219  
[www.upmchealthplan.com](http://www.upmchealthplan.com)

**APPENDIX C**  
**Long-Term Disability Insurance**  
**The Pennsylvania Cyber Charter School**  
**000010218776**  
**SCHEDULE OF BENEFITS**  
**For**  
**Class 1 – All Full-Time Employees**

MINIMUM HOURS: 30 hours per week

WAITING PERIOD: (For date insurance begins, refer to “Effective Date” section)  
 None

CONTRIBUTIONS: Insured Employees are not required to contribute to the cost of the Long-Term Disability coverage.

**LONG-TERM DISABILITY BENEFITS**

BENEFIT PERCENTAGE: 60%

MAXIMUM MONTHLY BENEFIT: \$6,000

MINIMUM MONTHLY BENEFIT: \$100 or 10% of the Insured Employee’s Monthly Benefit,  
 whichever is greater

Long-Term Disability Benefits for PRE-EXISTING CONDITIONS will be subject to the Pre-Existing Condition Exclusion on the Exclusion page.

The Maximum Monthly Benefit will not exceed the Benefit Percentage times Basic Monthly Earnings.

ELIMINATION PERIOD: 90 calendar days of Disability caused by the same or a related Sickness or Injury, which must be accumulated within a 180 calendar day period.

MAXIMUM BENEFIT PERIOD: (For Sickness, Injury or Pre-Existing Conditions): The Insured Employee’s Social Security Normal Retirement Age, or the Maximum Benefit Period shown below (whichever is later).

| <u>Age at Disability</u> | <u>Maximum Benefit Period</u> |
|--------------------------|-------------------------------|
| Less than Age 60         | To Age 65                     |
| 60                       | 60 months                     |
| 61                       | 48 months                     |
| 62                       | 42 months                     |
| 63                       | 36 months                     |
| 64                       | 30 months                     |
| 65                       | 24 months                     |
| 66                       | 21 months                     |
| 67                       | 18 months                     |
| 68                       | 15 months                     |
| 69 and Over              | 12 months                     |

OWN OCCUPATION PERIOD means a period beginning at the end of the Elimination Period and ending 36 months later for Insured Employees.



**APPENDIX D**  
**Short-Term Disability Insurance**  
**The Pennsylvania Cyber Charter School**  
**000010218777**  
**SCHEDULE OF INSURANCE**  
**For**  
**Class 1 – All Full-Time Employees**

MINIMUM HOURS: 30 hours per week

WAITING PERIOD: (For date insurance begins, refer to "Effective Date" section)  
None

CONTRIBUTIONS: Insured Employees are not required to contribute to the cost of the Weekly Disability Income Insurance.

**WEEKLY DISABILITY INCOME INSURANCE**

BENEFIT PERCENTAGE: 60%

MAXIMUM WEEKLY BENEFIT: \$1,000

MINIMUM WEEKLY BENEFIT: 10% of the Weekly Total Disability Benefit

DAY BENEFITS BEGIN: 15<sup>th</sup> consecutive day of Disability due to Accidental Injury; and  
15<sup>th</sup> consecutive day of Disability due to Sickness.

The Day Benefits Begin may be reached by days of Total Disability, Partial Disability, or any combination thereof.

MAXIMUM BENEFIT PERIOD: 11 weeks

The Maximum Weekly Benefit will not exceed the Benefit Percentage times Basic Weekly Earnings.

Weekly Disability Income Insurance will terminate when an Insured Person retires.

**ADDITIONAL FEATURES:**

Family Income Benefit: 3 times the Insured Person's last Weekly Benefit payable immediately prior to death.

Rehabilitation Assistance Benefit: 

- Rehabilitation Incentive Benefit of 5% of Basic Weekly Earnings
- Vocational Rehabilitation Benefit

## APPENDIX E

### Substitute Teachers/ Teacher Coverage

The Parties agree to bargain in good faith over issues related to substitute teachers including usage of substitutes, terms of employment, and the usage of staff to cover classes in the absence of the availability of substitutes. It is the intention of both parties to reduce to writing an agreement to be in place for the 2020-2021 school year.

**Appendix F**  
**Placement on Salary Schedule**

| <b>First Name</b> | <b>Last Name</b> | <b>18/19 Step</b> | <b>Salary 18/19</b> | <b>Classification Code/Degree</b> |
|-------------------|------------------|-------------------|---------------------|-----------------------------------|
| John              | Ames             | 15                | \$75,000.00         | VCME                              |
| Sandra            | Boyer            | 15                | \$75,000.00         | VCME                              |
| Christine         | Dioguardi        | 15                | \$73,500.00         | VCBE                              |
| Lori              | Dodd             | 15                | \$75,500.00         | VCM30E                            |
| Ryan              | Huber            | 15                | \$73,500.00         | VCBE                              |
| Rachel            | Klemencic        | 15                | \$75,000.00         | VCME                              |
| Cori              | Kusik            | 15                | \$75,500.00         | VCM30E                            |
| Paul              | Pero             | 15                | \$73,500.00         | VCBE                              |
| Lon               | Valentine        | 15                | \$73,500.00         | VCBE                              |
| Deborah           | Wallace          | 15                | \$75,000.00         | VCME                              |
| Susan             | Charlton         | 14                | \$71,000.00         | VCBE                              |
| Melissa           | Francona         | 14                | \$72,500.00         | VCME                              |
| Matthew           | Harvey           | 14                | \$72,500.00         | VCME                              |
| Sara              | Swogger          | 14                | \$72,500.00         | VCME                              |
| Courtney          | Andrew           | 13                | \$71,000.00         | VCM30E                            |
| Kerry             | Baker            | 13                | \$70,500.00         | VCME                              |
| Brooke            | Colavecchia      | 13                | \$70,500.00         | VCME                              |
| Alyssa            | Deluca           | 13                | \$70,500.00         | VCME                              |
| Melissa           | Honeychuck       | 13                | \$70,500.00         | VCME                              |
| Anne              | Hudson           | 13                | \$69,000.00         | VCBE                              |
| Kelly             | Jones            | 13                | \$69,000.00         | VCBE                              |
| Antonio           | Mauro            | 13                | \$71,000.00         | VCM30E                            |
| Juliette          | Nasiadka         | 13                | \$71,000.00         | VCM30E                            |
| Robert            | Pyle             | 13                | \$70,500.00         | VCME                              |
| Denise            | Rivera Lopez     | 13                | \$71,000.00         | VCM30E                            |
| Stephanie         | Skinner-Hinton   | 13                | \$70,500.00         | VCME                              |
| Dennis            | Smalley          | 13                | \$70,500.00         | VCME                              |
| Ashli             | Waida            | 13                | \$70,500.00         | VCME                              |
| Jessica           | Allen            | 12                | \$68,500.00         | VCME                              |
| Erin              | Butler           | 12                | \$67,000.00         | VCBE                              |
| Carla             | Dioguardi        | 12                | \$67,000.00         | VCBE                              |
| Shannon           | Frederick        | 12                | \$68,500.00         | VCME                              |
| Christine         | Hawthorne        | 12                | \$68,500.00         | VCME                              |
| Lauren            | Ionadi           | 12                | \$68,500.00         | VCME                              |
| Beth              | Narad            | 12                | \$68,500.00         | VCME                              |
| Orsola            | Nebel            | 12                | \$68,500.00         | VCME                              |
| Brian             | Partyka          | 12                | \$68,500.00         | VCME                              |
| Kimberly          | Rangel           | 12                | \$67,000.00         | VCBE                              |
| Stacy             | Sampson          | 12                | \$68,500.00         | VCME                              |
| Heather           | Sheyn            | 12                | \$67,000.00         | VCBE                              |
| Melissa           | Spooner          | 12                | \$67,000.00         | VCBE                              |
| Thomas            | Strauman         | 12                | \$67,000.00         | VCBE                              |
| Kathleen          | Burkhead         | 11                | \$64,500.00         | VCBE                              |
| Sarah             | Clites           | 11                | \$66,000.00         | VCME                              |

|           |               |    |             |        |
|-----------|---------------|----|-------------|--------|
| Brandon   | Cowell        | 11 | \$64,500.00 | VCBE   |
| Dennis    | Craig         | 11 | \$66,000.00 | VCME   |
| Laurie    | Cunningham    | 11 | \$66,000.00 | VCME   |
| Julie     | Dinaples      | 11 | \$64,500.00 | VCBE   |
| Jennifer  | Flaugh        | 11 | \$66,000.00 | VCME   |
| Kate      | Grable        | 11 | \$66,000.00 | VCME   |
| Elizabeth | Hills         | 11 | \$64,500.00 | VCBE   |
| Maryanne  | Jahn          | 11 | \$66,000.00 | VCME   |
| Jennifer  | Kent          | 11 | \$64,500.00 | VCBE   |
| Kara      | Kowalczyk     | 11 | \$66,000.00 | VCME   |
| Elizabeth | MacGregor     | 11 | \$66,500.00 | VCM30E |
| Brandy    | Napoli        | 11 | \$66,000.00 | VCME   |
| Ryan      | Napolitan     | 11 | \$64,500.00 | VCBE   |
| Mary      | Rohanna       | 11 | \$66,000.00 | VCME   |
| Michele   | Rossell       | 11 | \$64,500.00 | VCBE   |
| James     | Vanderschaaff | 11 | \$66,500.00 | VCM30E |
| Emilee    | Atkins        | 10 | \$63,500.00 | VCME   |
| Andrea    | Cook          | 10 | \$62,000.00 | VCBE   |
| Melissa   | DAmico        | 10 | \$63,500.00 | VCME   |
| Laurie    | Hiles         | 10 | \$63,500.00 | VCME   |
| Amanda    | Hoffman       | 10 | \$62,000.00 | VCBE   |
| Katherine | Kalsey        | 10 | \$62,000.00 | VCBE   |
| Kristin   | Kovacs        | 10 | \$63,500.00 | VCME   |
| Christina | Nelson        | 10 | \$63,500.00 | VCME   |
| Alison    | Wojtkowiak    | 10 | \$64,000.00 | VCM30E |
| Jessica   | Yeager        | 10 | \$62,000.00 | VCBE   |
| Jennifer  | Behr          | 9  | \$59,500.00 | VCBE   |
| Brian     | Blanker       | 9  | \$61,000.00 | VCME   |
| Edwin     | Breaux        | 9  | \$61,500.00 | VCM30E |
| Bobbi Jo  | Corradi       | 9  | \$61,000.00 | VCME   |
| Peter     | DArcangelo    | 9  | \$61,000.00 | VCME   |
| Mark      | Felbinger     | 9  | \$61,000.00 | VCME   |
| Brittny   | Flora         | 9  | \$61,500.00 | VCM30E |
| Amanda    | Hoover        | 9  | \$59,500.00 | VCBE   |
| Jennifer  | Liptak        | 9  | \$61,000.00 | VCME   |
| Lisa      | Monit         | 9  | \$61,000.00 | VCME   |
| Mark      | Perich        | 9  | \$59,500.00 | VCBE   |
| Amy       | Reed          | 9  | \$61,000.00 | VCME   |
| Kimberly  | Refosco       | 9  | \$61,000.00 | VCME   |
| Abbey     | Stiger        | 9  | \$61,000.00 | VCME   |
| Noelle    | Andrie        | 8  | \$59,000.00 | VCM30E |
| Sarah     | Carr          | 8  | \$58,500.00 | VCME   |
| Whitney   | Conjeski      | 8  | \$58,500.00 | VCME   |
| Mara      | Davies        | 8  | \$58,500.00 | VCME   |
| Claire    | Fauzey        | 8  | \$59,000.00 | VCM30E |
| Lindsay   | Glass         | 8  | \$58,500.00 | VCME   |
| Jessica   | Gogia         | 8  | \$58,500.00 | VCME   |
| Emily     | Gratteri      | 8  | \$58,500.00 | VCME   |
| Tracy     | Hartwick      | 8  | \$58,500.00 | VCME   |
| Kimberly  | Herman        | 8  | \$58,500.00 | VCME   |
| Daniel    | Houlihan      | 8  | \$57,000.00 | VCBE   |

|             |             |   |             |        |
|-------------|-------------|---|-------------|--------|
| Chelsea     | Kmetz       | 8 | \$58,500.00 | VCME   |
| Eileen      | Lessman     | 8 | \$59,000.00 | VCM30E |
| Lauren      | Levendusky  | 8 | \$58,500.00 | VCME   |
| Katie       | McGuire     | 8 | \$58,500.00 | VCME   |
| Kristy      | McKnight    | 8 | \$58,500.00 | VCME   |
| Blake       | Meehan      | 8 | \$58,500.00 | VCME   |
| Jill        | Morrison    | 8 | \$58,500.00 | VCME   |
| Melanie     | Mrvichin    | 8 | \$58,500.00 | VCME   |
| Kara        | Nuzzo       | 8 | \$57,000.00 | VCBE   |
| Elizabeth   | Podolak     | 8 | \$59,000.00 | VCM30E |
| Nicholas    | Rhodes      | 8 | \$57,000.00 | VCBE   |
| Emily       | Velte       | 8 | \$58,500.00 | VCME   |
| John        | Venturella  | 8 | \$57,000.00 | VCBE   |
| Noah        | Lewis       | 7 | \$54,500.00 | VCBE   |
| Rebecca     | Rettinger   | 7 | \$54,500.00 | VCBE   |
| Jennifer    | Autieri     | 6 | \$53,500.00 | VCME   |
| Tyler       | Ellis       | 6 | \$52,000.00 | VCBE   |
| Samantha    | George      | 6 | \$53,500.00 | VCME   |
| Richard     | Holman      | 6 | \$53,500.00 | VCME   |
| Michelle    | Rodgers     | 6 | \$53,500.00 | VCME   |
| Erik        | Scuilli     | 6 | \$52,000.00 | VCBE   |
| Laura       | Allen       | 5 | \$51,500.00 | VCME   |
| Bridget     | Curry       | 5 | \$52,000.00 | VCM30E |
| Nicole      | Davis       | 5 | \$51,500.00 | VCME   |
| Douglas     | Fausti      | 5 | \$51,500.00 | VCME   |
| Christopher | Fennig      | 5 | \$51,500.00 | VCME   |
| Benjamin    | Gelzheiser  | 5 | \$51,500.00 | VCME   |
| Danine      | Kelly       | 5 | \$51,500.00 | VCME   |
| Kristin     | Mamula      | 5 | \$50,000.00 | VCBE   |
| Anthony     | Marsilio    | 5 | \$51,500.00 | VCME   |
| April       | McCaslin    | 5 | \$50,000.00 | VCBE   |
| Rachel      | Oravec      | 5 | \$51,500.00 | VCME   |
| Dale        | Osselborn   | 5 | \$50,000.00 | VCBE   |
| Kathryn     | Rizzo       | 5 | \$51,500.00 | VCME   |
| Jennifer    | Sears       | 5 | \$51,500.00 | VCME   |
| Jennifer    | Smith       | 5 | \$51,500.00 | VCME   |
| Samantha    | Smith       | 5 | \$51,500.00 | VCME   |
| JoAnna      | Taylor      | 5 | \$51,500.00 | VCME   |
| Miles       | Zimmerman   | 5 | \$50,000.00 | VCBE   |
| Erica       | Corbett     | 5 | \$51,500.00 | VCME   |
| Patricia    | DeVincentis | 4 | \$48,500.00 | VCBE   |
| Peter       | Gratz       | 4 | \$48,500.00 | VCBE   |
| Cynthia     | McDonough   | 4 | \$50,000.00 | VCME   |
| Ralph       | Ruggiero    | 4 | \$50,500.00 | VCM30E |
| Bryan       | Davidson    | 3 | \$47,000.00 | VCBE   |
| Wilfred     | Henry       | 3 | \$49,000.00 | VCM30E |
| Virginia    | Kotok       | 3 | \$47,000.00 | VCBE   |
| Matthew     | Abel        | 2 | \$47,000.00 | VCME   |
| Christina   | Ballard     | 2 | \$47,000.00 | VCME   |
| Michael     | Bowen       | 1 | \$39,721.50 | VCBE   |
| Ashley      | Carpenter   | 2 | \$47,000.00 | VCME   |

|             |             |   |             |        |
|-------------|-------------|---|-------------|--------|
| Rebecca     | Ferraro     | 2 | \$47,500.00 | VCM30E |
| Lauren      | Frey        | 2 | \$45,500.00 | VCBE   |
| Bart        | Gadola      | 2 | \$47,500.00 | VCM30E |
| Shannon     | Gaul        | 2 | \$45,500.00 | VCBE   |
| Christine   | Koprivnikar | 1 | \$35,443.80 | VCBE   |
| Kelli       | Moon        | 2 | \$45,500.00 | VCBE   |
| Keith       | Rentler     | 2 | \$45,500.00 | VCBE   |
| Christopher | Roman       | 1 | \$42,972.60 | VCME   |
| Patricia    | Roseman     | 2 | \$45,500.00 | VCBE   |
| Beth        | Scarlatelli | 2 | \$47,000.00 | VCME   |
| Katelyn     | Wetzel      | 2 | \$47,000.00 | VCME   |

| <b>Subject</b>                                                                     | <b>Start Date</b> | <b>Start Time</b> |
|------------------------------------------------------------------------------------|-------------------|-------------------|
| Training   Rosetta Stone Engage I                                                  | 7/11/2023         | 10:00:00 AM       |
| Training   Rosetta Stone Engage II                                                 | 7/11/2023         | 1:00:00 PM        |
| PA Cyber Exact Path Implementation Planning Meeting                                | 7/19/2023         | 9:30:00 AM        |
| Interventions / Supplemental Supports - WIN Block                                  | 7/20/2023         | 1:30:00 PM        |
| PA Cyber Edmentum Exact Path Teacher Training (Special Education)                  | 7/20/2023         | 10:00:00 AM       |
| PA Cyber Charter (Systems Administrator) and PASS (Operations)                     | 7/24/2023         | 9:00:00 AM        |
| PA Cyber School Implementation Planning Meeting SY2023-24                          | 7/24/2023         | 1:00:00 PM        |
| FEV + PA Cyber: Fall Planning                                                      | 7/25/2023         | 1:00:00 PM        |
| Kick-Off Meeting   Turnitin                                                        | 7/25/2023         | 8:30:00 AM        |
| Pennsylvania Cyber Charter School  Turnitin Kick-Off Call @ Tue Jul 25, 2023 7:30  | 7/25/2023         | 8:30:00 AM        |
| Exact Path 9-12 Discussion                                                         | 7/31/2023         | 9:30:00 AM        |
| Pennsylvania Cyber Charter School+Newsela--Partnership Call                        | 7/31/2023         | 11:00:00 AM       |
| Quarterly Partnership Meeting   Newsela 6-8 Academy & ELD                          | 7/31/2023         | 11:00:00 AM       |
| Pa Cyber Edmentum Exact Path HS Pilot Update Meeting                               | 8/1/2023          | 1:00:00 PM        |
| Pennsylvania Cyber Charter School: Turnitin Administrator Intro & Training Session | 8/1/2023          | 9:00:00 AM        |
| Training   Turnitin Administrator                                                  | 8/1/2023          | 9:00:00 AM        |
| Renaissance Professional Planning Meeting - Pennsylvania Cyber Charter School -    | 8/2/2023          | 1:00:00 PM        |
| PA Cyber Edmentum Courseware "Getting Started" Training                            | 8/3/2023          | 10:00:00 AM       |
| PA Cyber Edmentum Reading Eggs "Getting Started" Training (ELD)                    | 8/3/2023          | 9:00:00 AM        |
| Training   ELD   Edmentum Reading Eggs & ELL Library                               | 8/3/2023          | 9:00:00 AM        |
| Meeting   Turnitin Pre-Training                                                    | 8/8/2023          | 1:00:00 PM        |
| Getting Started with STAR- Pennsylvania Cyber Charter School                       | 8/9/2023          | 9:00:00 AM        |
| Training   Renaissance STAR Math & Reading Session No. 1                           | 8/9/2023          | 10:00:00 AM       |
| Training   Renaissance STAR Math & Reading Session No. 2                           | 8/9/2023          | 2:00:00 PM        |
| Debrief on Renaissance Products                                                    | 8/14/2023         | 11:00:00 AM       |
| Training   STAR CBM Session No. 1 & 2                                              | 8/14/2023         | 9:00:00 AM        |
| 2023-2024 Title I products                                                         | 8/17/2023         | 1:00:00 PM        |
| PA Cyber & Quizizz Intro                                                           | 8/17/2023         | 9:30:00 AM        |
| FEV Tutor + PA Cyber: Fall Planning                                                | 8/22/2023         | 1:00:00 PM        |
| PaCyber Teacher Training #2 (Special Ed Pilot) (RESCHEDULED from Aug 21)           | 8/22/2023         | 2:00:00 PM        |
| Pennsylvania Cyber Charter School   Turnitin Training Session                      | 8/24/2023         | 1:00:00 PM        |
| Training   Turnitin- Getting Started                                               | 8/24/2023         | 1:00:00 PM        |
| Read Naturally & PAcyber Meeting                                                   | 8/25/2023         | 11:30:00 AM       |

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|-----------------------------------------------------------------------------------|-----------|-------------|
| Star Pilot Organizing Meeting                                                     | 8/25/2023 | 10:30:00 AM |
| [Clever] Dana/Classkick - Pennsylvania Cyber Charter                              | 8/29/2023 | 3:30:00 PM  |
| PA Cyber Edmentum Study Island Gr. 3-5 (Blended)                                  | 8/29/2023 | 3:00:00 PM  |
| Training   BC Only - Academy 3-5   Study Island                                   | 8/29/2023 | 3:00:00 PM  |
| PA Cyber Edmentum Study Island Gr. 6-8 (Blended)                                  | 8/30/2023 | 3:00:00 PM  |
| Training   BC Only-Academy 6-8                                                    | 8/30/2023 | 3:00:00 PM  |
| PA Cyber Edmentum Study Island Gr. 9-12 (Blended)                                 | 8/31/2023 | 3:00:00 PM  |
| Training   Academy 9-12                                                           | 8/31/2023 | 3:00:00 PM  |
| PA Cyber Edmentum Study Island Gr. 3-5 (Virtual)                                  | 9/5/2023  | 3:00:00 PM  |
| Training   Newsela   6-8 Academy Social Studies Teachers Only                     | 9/5/2023  | 3:00:00 PM  |
| Training   VC Only - Academy 3-5   Study Island                                   | 9/5/2023  | 3:00:00 PM  |
| PA Cyber Edmentum Study Island Gr. 6-8 (Virtual)                                  | 9/6/2023  | 3:00:00 PM  |
| Training   VC Only - Academy 6-8   Study Island                                   | 9/6/2023  | 3:00:00 PM  |
| PA Cyber Edmentum Study Island Gr. 9-12 (Virtual-Algebra, Bio)                    | 9/7/2023  | 3:00:00 PM  |
| Pennsylvania Cyber // Newsela Workshop                                            | 9/7/2023  | 3:00:00 PM  |
| Renaissance Professional Learning Planning Meeting - PA Cyber Charter School - 1  | 9/7/2023  | 1:00:00 PM  |
| Training   Academy 9-12 English, Algebra and Biology VC Teachers                  | 9/7/2023  | 3:00:00 PM  |
| Training   Newsela   6-8 Academy ELA & ELD Teachers Only                          | 9/7/2023  | 3:00:00 PM  |
| Pennsylvania Cyber // Newsela Workshop                                            | 9/11/2023 | 3:00:00 PM  |
| Star 360 for Pennsylvania Cyber Charter School - 1165167                          | 9/11/2023 | 3:00:00 PM  |
| Training   Newsela   6-8 Academy Math & Science Teachers Only                     | 9/11/2023 | 3:00:00 PM  |
| Training   Renaissance STAR                                                       | 9/11/2023 | 3:00:00 PM  |
| PA Cyber Edmentum Exact Path Gr. 3-5 & Gr. 6-8 (Blended)                          | 9/12/2023 | 3:00:00 PM  |
| Training   Exact Path Diagnostic Grades 3-8 Blended                               | 9/12/2023 | 3:00:00 PM  |
| Pennsylvania Cyber Charter School: Turnitin Training Session High School ELA & S  | 9/13/2023 | 3:00:00 PM  |
| Training   Turnitin   9-12 ELA & Social Studies                                   | 9/13/2023 | 3:00:00 PM  |
| PA Cyber Edmentum Exact Path Gr. 3-5 & Gr. 6-8 (Virtual)                          | 9/14/2023 | 3:00:00 PM  |
| Personalized Read Live Setup Meeting                                              | 9/14/2023 | 9:00:00 AM  |
| Training   Exact Path Diagnostic Gr 3-8 Virtual                                   | 9/14/2023 | 3:00:00 PM  |
| Exact Path Data (IEP Goal Setting)                                                | 9/18/2023 | 12:00:00 PM |
| Meeting with Newsela                                                              | 9/19/2023 | 10:45:00 AM |
| Pennsylvania Cyber Charter School   Turnitin Training Session   Middle School ELA | 9/20/2023 | 3:00:00 PM  |
| Title I Coaches library usage                                                     | 9/20/2023 | 10:00:00 AM |
| Training 6-8 ELA Teacher Training   Turnitin                                      | 9/20/2023 | 3:00:00 PM  |



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| Nearpod + PA Cyber   Success Planning Session                                 | 10/3/2023  | 2:00:00 PM  |
| Planning Call   Nearpod                                                       | 10/3/2023  | 2:00:00 PM  |
| IXL BOY Call with Sallie and Chasity                                          | 10/9/2023  | 11:00:00 AM |
| Planning Call   IXL                                                           | 10/9/2023  | 11:00:00 AM |
| PENNSYLVANIA CYBER CHARTER SCHOOL Edmentum Meeting 01855376                   | 10/13/2023 | 12:00:00 PM |
| Edmentum Data Review Meeting   Academy K-5                                    | 10/16/2023 | 10:00:00 AM |
| PA Cyber Edmentum Study Island, Exact Path, Reading Eggs Gr. K-5 (Elementary) | 10/16/2023 | 10:00:00 AM |
| 9-12 Admin Team Meeting with School Counselors & ELD                          | 10/18/2023 | 1:00:00 PM  |
| FEV Tutor + PA Cyber: STAR Pilot                                              | 10/18/2023 | 11:30:00 AM |
| FW: Cyber Charter School(PA)   Raz-Plus ELL Orientation                       | 10/20/2023 | 11:00:00 AM |
| Training   RAZ-Plus ELL Edition                                               | 10/20/2023 | 11:00:00 AM |
| Data sharing, goals, brainstorming                                            | 10/23/2023 | 3:00:00 PM  |
| Edmentum Data Review Meeting   Academy 6-8                                    | 10/25/2023 | 1:00:00 PM  |
| Training   RAZ-Plus Vocabulary A-Z                                            | 10/27/2023 | 11:00:00 AM |
| Vocabulary A-Z Orientation   PA Cyber Charter School                          | 10/27/2023 | 11:00:00 AM |
| Pennsylvania Cyber // Newsela Partnership Meeting                             | 10/30/2023 | 11:00:00 AM |
| Quarterly Partnership Meeting   Newsela   6-8 Academy & ELD Department        | 10/30/2023 | 11:00:00 AM |
| Data Review   ELD   Reading Eggs & ELL Library                                | 11/16/2023 | 3:00:00 PM  |
| PA Cyber/Edmentum Pre-Meeting Planning/Dec. 4 Program Review and Optimizati   | 11/21/2023 | 1:00:00 PM  |
| PA-Cyber: Progress Meeting                                                    | 11/29/2023 | 11:00:00 AM |
| PA Cyber/Edmentum Admin Data Meeting (K-12 Admin invited)                     | 12/4/2023  | 1:00:00 PM  |
| PA Cyber and Renaissance                                                      | 12/8/2023  | 10:30:00 AM |
| PA Cyber Edmentum Program Optimization Mid-Year Review                        | 12/15/2023 | 9:00:00 AM  |
| Training   Nearpod EL Strategies for ALL learners                             | 1/16/2024  | 3:00:00 PM  |
| Special Ed & Middle School   Edmentum                                         | 1/17/2024  | 12:00:00 PM |
| Training   Facilitating conversations with Nearpod                            | 1/17/2024  | 3:00:00 PM  |
| PA Cyber Charter School   Going further with Turnitin                         | 1/18/2024  | 3:00:00 PM  |
| PA Cyber PD Planning Meeting                                                  | 1/18/2024  | 9:00:00 AM  |
| Training   Going further with Turnitin                                        | 1/18/2024  | 3:00:00 PM  |
| Star pilot check-in                                                           | 1/24/2024  | 3:00:00 PM  |
| Pennsylvania Cyber Charter School - Freckle                                   | 2/5/2024   | 3:00:00 PM  |
| Training   Freckle                                                            | 2/5/2024   | 3:00:00 PM  |
| Report Request   Edmentum Exact Path Integration-Special Education Departmen  | 2/6/2024   | 10:00:00 AM |
| Pennsylvania Cyber // Newsela Partnership Meeting                             | 2/8/2024   | 10:00:00 AM |

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| Quarterly Partnership Meeting   Newsela   6-8 Academy & ELD                            | 2/8/2024  | 10:00:00 AM |
| 6-8 Skills for Success Curriculum/Data Meeting                                         | 2/21/2024 | 3:00:00 PM  |
| Training   Introduction to Gizmos                                                      | 2/21/2024 | 3:00:00 PM  |
| Training   Studying with Nearpod Social Studies                                        | 2/21/2024 | 3:00:00 PM  |
| Review status of 23-24 federal grants, Title I, Title II, Title IV, School Improvement | 2/23/2024 | 8:30:00 AM  |
| PA Cyber Charter School   Going further with Turnitin                                  | 2/26/2024 | 3:00:00 PM  |
| Training   Going further with Turnitin                                                 | 2/26/2024 | 3:00:00 PM  |
| Edmentum Data Review Meeting   Academy 6-8                                             | 2/28/2024 | 1:00:00 PM  |
| ESDE-Data Review & Sandbox Access                                                      | 2/28/2024 | 2:00:00 PM  |
| IXL   Mid-Year Review                                                                  | 2/28/2024 | 9:00:00 AM  |
| IXL Data call with Sallie and Chasity                                                  | 2/28/2024 | 9:00:00 AM  |
| Nearpod + PA Cyber   Growth QBR                                                        | 2/28/2024 | 11:00:00 AM |
| Training   Flocabulary Test Success                                                    | 2/28/2024 | 7:00:00 PM  |
| Edmentum Data Review Meeting   Academy K-5                                             | 3/4/2024  | 10:00:00 AM |
| Study Island, Exact Path, Reading Eggs K-5 (Elementary)                                | 3/4/2024  | 10:00:00 AM |
| Training   Lalilo                                                                      | 3/4/2024  | 3:00:00 PM  |
| TeachTown Overview with enCORE Demonstration - TeachTown/Pennsylvania Cyb              | 3/6/2024  | 11:00:00 AM |
| LOL & Penn Cyber Check In Meeting                                                      | 3/7/2024  | 10:00:00 AM |
| Training   Flocabulary-Building Academic Vocabulary with Flocabulary                   | 3/11/2024 | 3:00:00 PM  |
| PA Cyber   Hip-Hop Pedagogy Made Easy: Lyrics to Go                                    | 3/14/2024 | 3:00:00 PM  |
| Training   Flocabulary - Hip Hop Pedagogy Made Easy: Lyrics to Go                      | 3/14/2024 | 3:00:00 PM  |
| Training   Introduction to Gizmos                                                      | 3/18/2024 | 3:00:00 PM  |
| PA-Cyber: Quarterly Meeting                                                            | 3/19/2024 | 2:00:00 PM  |
| PA Cyber Charter School   Fluency and Practice with Nearpod Math                       | 3/21/2024 | 3:00:00 PM  |
| Training   Fluency and Practice with Nearpod Math                                      | 3/21/2024 | 3:00:00 PM  |
| Training   Introduction to Gizmos                                                      | 3/21/2024 | 3:00:00 PM  |
| Clever + PCCS + Edmentum                                                               | 3/25/2024 | 12:00:00 PM |
| PA Cyber Charter School   Combining the powers of Nearpod and Flocabulary              | 3/26/2024 | 3:00:00 PM  |
| The Pennsylvania Cyber Charter School & Quizizz Intro                                  | 3/26/2024 | 1:45:00 PM  |
| Training   Combining the Powers of Flocabulary and Nearpod as one                      | 3/26/2024 | 3:00:00 PM  |
| PA Cyber Charter School   Creating and Launching Choice Boards                         | 3/27/2024 | 3:00:00 PM  |
| Training   Creating and Launching Choice Boards with Nearpod                           | 3/27/2024 | 3:00:00 PM  |
| PA Cyber Charter Schools + Quizizz                                                     | 4/4/2024  | 11:15:00 AM |
| Training   IXL-ELA/Math HS                                                             | 4/10/2024 | 3:00:00 PM  |

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|-------------------------------------------------------------------------|-----------|-------------|
| Renaissance Quick Meet                                                  | 4/12/2024 | 2:00:00 PM  |
| Pennsylvania Cyber // Newsela Partnership Meeting                       | 4/29/2024 | 11:00:00 AM |
| Quarterly Partnership Meeting   Newsela   6-8 Academy & ELD Departments | 4/29/2024 | 11:00:00 AM |
| Renaissance Updates                                                     | 5/22/2024 | 10:00:00 AM |
| LOL & Penn Cyber Check In Meeting                                       | 5/28/2024 | 11:30:00 AM |
| Quick Renaissance Check-In                                              | 5/31/2024 | 2:00:00 PM  |
| ClassDojo: Overview of new admin & school features                      | 6/10/2024 | 2:00:00 PM  |
| ClassDojo: Overview of new admin & school features                      | 6/10/2024 | 2:00:00 PM  |
| Title IV tech performance goal                                          | 6/13/2024 | 9:00:00 AM  |
| District Reporting Review                                               | 6/17/2024 | 11:30:00 AM |

| <b>End Date</b> | <b>End Time</b> | <b>Meeting Organizer</b>    | <b>Categories</b> |
|-----------------|-----------------|-----------------------------|-------------------|
| 7/11/2023       | 11:30:00 AM     | Dana Craker                 | TRAINING          |
| 7/11/2023       | 2:00:00 PM      | Dana Craker                 | TRAINING          |
| 7/19/2023       | 10:30:00 AM     | Attar, Jodi                 | TRAINING          |
| 7/20/2023       | 2:30:00 PM      | Dana Craker                 | TRAINING          |
| 7/20/2023       | 11:00:00 AM     | Attar, Jodi                 | TRAINING          |
| 7/24/2023       | 9:30:00 AM      | Jen McGinty                 | TRAINING          |
| 7/24/2023       | 2:00:00 PM      | Attar, Jodi                 | TRAINING          |
| 7/25/2023       | 1:30:00 PM      | jennifer.b@fevtutor.com     | TRAINING          |
| 7/25/2023       | 9:30:00 AM      | Dana Craker                 | TRAINING          |
| 7/25/2023       | 9:30:00 AM      | jbrand@turnitin.com         | TRAINING          |
| 7/31/2023       | 10:00:00 AM     | Dana Craker                 | TRAINING          |
| 7/31/2023       | 11:30:00 AM     | sherelle.minter@newsela.com | TRAINING          |
| 7/31/2023       | 11:30:00 AM     | Dana Craker                 | MEETING           |
| 8/1/2023        | 1:30:00 PM      | Attar, Jodi                 | TRAINING          |
| 8/1/2023        | 10:00:00 AM     | jbrand@turnitin.com         | TRAINING          |
| 8/1/2023        | 10:00:00 AM     | Dana Craker                 | TRAINING          |
| 8/2/2023        | 1:30:00 PM      | Melanie Dorsey              | TRAINING          |
| 8/3/2023        | 11:00:00 AM     | Attar, Jodi                 | TRAINING          |
| 8/3/2023        | 10:00:00 AM     | Attar, Jodi                 | TRAINING          |
| 8/3/2023        | 11:00:00 AM     | Dana Craker                 | TRAINING          |
| 8/8/2023        | 1:30:00 PM      | Dana Craker                 | TRAINING          |
| 8/9/2023        | 10:00:00 AM     | Renaissance Learning        | TRAINING          |
| 8/9/2023        | 11:00:00 AM     | Dana Craker                 | TRAINING          |
| 8/9/2023        | 3:00:00 PM      | Dana Craker                 | TRAINING          |
| 8/14/2023       | 12:00:00 PM     | Dana Craker                 | TRAINING          |
| 8/14/2023       | 10:30:00 AM     | Dana Craker                 | TRAINING          |
| 8/17/2023       | 2:00:00 PM      | Dana Craker                 | TRAINING          |
| 8/17/2023       | 10:00:00 AM     | amber@quizizz.com           | TRAINING          |
| 8/22/2023       | 1:30:00 PM      | jennifer.b@fevtutor.com     | TRAINING          |
| 8/22/2023       | 3:00:00 PM      | Attar, Jodi                 | TRAINING          |
| 8/24/2023       | 3:00:00 PM      | jbrand@turnitin.com         | TRAINING          |
| 8/24/2023       | 3:00:00 PM      | Dana Craker                 | TRAINING          |
| 8/25/2023       | 12:00:00 PM     | Dan Evans                   | TRAINING          |

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|-----------|-------------|-----------------------------|----------|
| 8/25/2023 | 11:30:00 AM | Dana Craker                 | TRAINING |
| 8/29/2023 | 4:00:00 PM  | sandip@classkick.com        | TRAINING |
| 8/29/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 8/29/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 8/30/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 8/30/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 8/31/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 8/31/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/5/2023  | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 9/5/2023  | 3:30:00 PM  | Dana Craker                 | TRAINING |
| 9/5/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/6/2023  | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 9/6/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/7/2023  | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 9/7/2023  | 3:30:00 PM  | supriya.kotagal@newsela.com | TRAINING |
| 9/7/2023  | 1:30:00 PM  | Melanie Dorsey              | TRAINING |
| 9/7/2023  | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/7/2023  | 3:30:00 PM  | Dana Craker                 | TRAINING |
| 9/11/2023 | 3:30:00 PM  | supriya.kotagal@newsela.com | TRAINING |
| 9/11/2023 | 4:00:00 PM  | Rebecca Moran               | TRAINING |
| 9/11/2023 | 3:30:00 PM  | Dana Craker                 | TRAINING |
| 9/11/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/12/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 9/12/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/13/2023 | 4:00:00 PM  | jbrand@turnitin.com         | TRAINING |
| 9/13/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/14/2023 | 4:00:00 PM  | Attar, Jodi                 | TRAINING |
| 9/14/2023 | 9:50:00 AM  | Read Naturally              | TRAINING |
| 9/14/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 9/18/2023 | 1:00:00 PM  | Attar, Jodi                 | TRAINING |
| 9/19/2023 | 11:15:00 AM | bradley.deitch@newsela.com  | TRAINING |
| 9/20/2023 | 4:00:00 PM  | jbrand@turnitin.com         | TRAINING |
| 9/20/2023 | 10:30:00 AM | Dana Craker                 | TRAINING |
| 9/20/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |

|            |             |                             |          |
|------------|-------------|-----------------------------|----------|
| 10/3/2023  | 2:30:00 PM  | dusty.atchison@nearpod.com  | TRAINING |
| 10/3/2023  | 3:00:00 PM  | Dana Craker                 | MEETING  |
| 10/9/2023  | 12:00:00 PM | salliet@ixl.com             | MEETING  |
| 10/9/2023  | 12:00:00 PM | Dana Craker                 | MEETING  |
| 10/13/2023 | 12:30:00 PM | Funderburgh, Kyle           | TRAINING |
| 10/16/2023 | 11:00:00 AM | Dana Craker                 | MEETING  |
| 10/16/2023 | 11:00:00 AM | Attar, Jodi                 | Training |
| 10/18/2023 | 3:00:00 PM  | Dana Craker                 | TRAINING |
| 10/18/2023 | 12:00:00 PM | jennifer.b@fevtutor.com     | TRAINING |
| 10/20/2023 | 12:00:00 PM | LAZ PD Scheduler            | TRAINING |
| 10/20/2023 | 12:00:00 PM | Dana Craker                 | Training |
| 10/23/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 10/25/2023 | 2:00:00 PM  | Dana Craker                 | MEETING  |
| 10/27/2023 | 12:00:00 PM | Dana Craker                 | TRAINING |
| 10/27/2023 | 12:00:00 PM | Gloria Niebergall           | TRAINING |
| 10/30/2023 | 11:30:00 AM | supriya.kotagal@newsela.com | TRAINING |
| 10/30/2023 | 11:30:00 AM | Dana Craker                 | MEETING  |
| 11/16/2023 | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 11/21/2023 | 1:45:00 PM  | Attar, Jodi                 | TRAINING |
| 11/29/2023 | 12:00:00 PM | Sarah Canales               | TRAINING |
| 12/4/2023  | 2:00:00 PM  | Attar, Jodi                 | TRAINING |
| 12/8/2023  | 11:00:00 AM | Jen McGinty                 | TRAINING |
| 12/15/2023 | 9:30:00 AM  | Hewitt, Danielle            | TRAINING |
| 1/16/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 1/17/2024  | 1:00:00 PM  | Dana Craker                 | TRAINING |
| 1/17/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 1/18/2024  | 4:00:00 PM  | jbrand@turnitin.com         | TRAINING |
| 1/18/2024  | 9:30:00 AM  | Ashley Bridges              | TRAINING |
| 1/18/2024  | 4:00:00 PM  | Dana Craker                 | Training |
| 1/24/2024  | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 2/5/2024   | 4:00:00 PM  | Kristen Parker              | TRAINING |
| 2/5/2024   | 4:00:00 PM  | Dana Craker                 | TRAINING |
| 2/6/2024   | 11:00:00 AM | Dana Craker                 | TRAINING |
| 2/8/2024   | 10:30:00 AM | supriya.kotagal@newsela.com | TRAINING |

|           |             |                     |          |
|-----------|-------------|---------------------|----------|
| 2/8/2024  | 10:30:00 AM | Dana Craker         | MEETING  |
| 2/21/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 2/21/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 2/21/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 2/23/2024 | 9:30:00 AM  | Dana Craker         | MEETING  |
| 2/26/2024 | 4:00:00 PM  | jbrand@turnitin.com | TRAINING |
| 2/26/2024 | 4:00:00 PM  | Dana Craker         | Training |
| 2/28/2024 | 1:30:00 PM  | Dana Craker         | MEETING  |
| 2/28/2024 | 2:30:00 PM  | Murphy, Tamesha     | TRAINING |
| 2/28/2024 | 10:00:00 AM | Dana Craker         | MEETING  |
| 2/28/2024 | 10:00:00 AM | Sallie Thompson     | TRAINING |
| 2/28/2024 | 11:30:00 AM | Dusty Atchison      | TRAINING |
| 2/28/2024 | 8:00:00 PM  | Dana Craker         | Training |
| 3/4/2024  | 10:30:00 AM | Dana Craker         | MEETING  |
| 3/4/2024  | 11:00:00 AM | Attar, Jodi         | TRAINING |
| 3/4/2024  | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/6/2024  | 12:00:00 PM | Emily Ippolito      | TRAINING |
| 3/7/2024  | 10:30:00 AM | Jamie Greene        | TRAINING |
| 3/11/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/14/2024 | 4:00:00 PM  | Ashley Bridges      | TRAINING |
| 3/14/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/18/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/19/2024 | 3:00:00 PM  | Sarah Canales       | TRAINING |
| 3/21/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/21/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/21/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/25/2024 | 12:30:00 PM | Katie Gardner       | TRAINING |
| 3/26/2024 | 4:00:00 PM  | Ashley Bridges      | TRAINING |
| 3/26/2024 | 2:15:00 PM  | Alyssa Malenic      | TRAINING |
| 3/26/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 3/27/2024 | 4:00:00 PM  | Ashley Bridges      | TRAINING |
| 3/27/2024 | 4:00:00 PM  | Dana Craker         | TRAINING |
| 4/4/2024  | 11:45:00 AM | Alyssa Malenic      | TRAINING |
| 4/10/2024 | 3:30:00 PM  | Dana Craker         | Training |

|           |             |                             |          |
|-----------|-------------|-----------------------------|----------|
| 4/12/2024 | 2:30:00 PM  | Dana Craker                 | TRAINING |
| 4/29/2024 | 11:30:00 AM | supriya.kotagal@newsela.com | TRAINING |
| 4/29/2024 | 11:30:00 AM | Dana Craker                 | MEETING  |
| 5/22/2024 | 10:30:00 AM | Kristi Hronas               | TRAINING |
| 5/28/2024 | 12:00:00 PM | Jamie Greene                | TRAINING |
| 5/31/2024 | 2:30:00 PM  | Dana Craker                 | TRAINING |
| 6/10/2024 | 2:30:00 PM  | Dana Craker                 | Training |
| 6/10/2024 | 2:30:00 PM  | Dana Craker                 | Training |
| 6/13/2024 | 9:30:00 AM  | Dana Craker                 | MEETING  |
| 6/17/2024 | 12:00:00 PM | Allison Ireland             | TRAINING |





## Professional Development Calendar (2020-2024)

| Date       | Session Title                                                                                       | NOTES                                                                                                        |
|------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 8/19/2020  | Jigsaw Training                                                                                     | <i>Jigsaw training during August Academic In-Service to all PA Cyber Academic staff</i>                      |
| 8/17/2021  | An Introduction to Diversity, Equity & Inclusion                                                    | <i>Presented by TruEdge Consulting at Back to School In-Service to all PA Cyber Staff</i>                    |
| 8/18/2021  | SEL Training – Ashley Lackovich- Van Gorp, PhD. Girl & Education Specialist, Enhancing Girlhood,LLC | <i>Online training to staff during August Academic In-Service</i>                                            |
| 8/18/2021  | NearPod Training                                                                                    | <i>Training presented to all academic staff during August Academic In-Service</i>                            |
| 8/23/2021  | Induction Program Training                                                                          | <i>Presented by CAO, Dr. Francie Spigelmyer</i>                                                              |
| 2/21/2022  | 21 <sup>st</sup> Century Youth – Mental Health Tools for Teachers                                   | <i>Presented by Dr. Terri Erbacher, PhD during In-Service to all PA Cyber staff</i>                          |
| 8/17/2022  | Thoughtful Classroom Training                                                                       | <i>Training presented to all academic staff during August Academic In-Service</i>                            |
| 8/22/2022  | Induction Program Training                                                                          | <i>Presented by CAO, Dr. Francie Spigelmyer</i>                                                              |
| 10/10/2022 | EdInsight MTSS Training                                                                             | <i>Presented during In-Service by Heather Stern, Partner Success Manager EdInsight to all PA Cyber staff</i> |

|            |                                                                                                    |                                                                                                                                                                                                                      |
|------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10/10/2022 | Thoughtful Classroom: Increasing Student Engagement and Enjoyment/ Building Positive Relationships | <i>Presented by Susan Kreisman, Senior Associate, Silver Strong &amp; Associates, LLC. Thoughtful Education Press during In-Service to all PA Cyber staff</i>                                                        |
| 1/13/2023  | Act 55: Safety & Security Training                                                                 | <i>Presented in person at the Willows during In-Service to Midland PA Cyber Staff by Logan Glass, Lincoln Learning Solutions</i>                                                                                     |
| 1/13/2023  | Act 55: Trauma Informed Care Training                                                              | <i>Presented online during In-Service to all PA Cyber staff by David Delvaux, MS, LBS, Clinical Liaison, Clarion Psychiatric Center</i>                                                                              |
| 8/15/2023  | Safety & Security Training                                                                         | <i>Training presented by Logan Glass, Lincoln Learning Solutions – to all staff during Back to School In-Service</i>                                                                                                 |
| 8/15/2023  | Being a Trauma Informed School                                                                     | <i>Training presented to all staff by Dr. Peter Carbone, Program Specialist for Learning Environments, BVIU, &amp; Dr. Chris McCabe, Training and Consultation (TAC) Team, BVIU during Back to School In-Service</i> |
| 8/15/2023  | Discriminatory Harassment Training: Maintaining a Positive Environment for All                     | <i>Presented by Micah T Saul &amp; Kimberly M Colonna, Atty McNees, Wallace and Nurick, LLC. At Back to School In-Service to all PA Cyber staff</i>                                                                  |
| 8/16/2023  | EdInsight MTSS Training                                                                            | <i>Training presented to all academic staff during Academic In-Service</i>                                                                                                                                           |
| 8/16/2023  | Mindsets Move Mountains-Growth and Fixed Mindsets-GRIT and the POWER of YET                        | <i>Presented by CAO, Dr. Francie Spigelmyer during Academic In-Service</i>                                                                                                                                           |
| 8/21/2023  | Induction Program Training<br><i>The Mentee/Mentor Mindset</i>                                     | <i>Presented by CAO, Dr. Francie Spigelmyer</i>                                                                                                                                                                      |
| 10/9/2023  | Growth Mindset-Student and Staff Survey<br><i>“What will we find?”</i>                             | <i>Presented by Dr. Francie Spigelmyer, CAO during October In-Service</i>                                                                                                                                            |
| 1/15/2024  | Safe(r) Spaces: Building Culture with Intent                                                       | <i>Presented by Jule Arney, Hugh Lane Wellness Foundation during In-Service to all PA Cyber staff</i>                                                                                                                |

|           |                                                                                                                     |                                                                                                                                                                                                                   |
|-----------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8/13/2024 | Culturize Your School                                                                                               | Presented by Jimmy Casas, CEO of J Casas, and Associates. Best Selling Author, Speaker, Leadership Coach, Award winning principal at Back to School In-Service to all PA Cyber Staff                              |
| 8/13/2024 | Act 55 Safety and Security Training                                                                                 | Presented by Logan Glass, Lincoln Learning Solutions during Back to School In-Service to all PA Cyber Staff                                                                                                       |
| 8/13/2024 | Becoming a Trauma-Informed School                                                                                   | Training presented by Dr. Peter Carbone, Program Specialist for Learning Environments, BVIU, & Dr. Chris McCabe, Training and Consultation (TAC) Team, BVIU to all PACyber staff during Back to School In-Service |
| 8/14/2024 | Aquia Training and CLASS Training                                                                                   | Training presented to all academic staff during Academic In-Service                                                                                                                                               |
| 8/19/2024 | Induction Program Training Mentor/Mentee<br><i>INTO THE LEARNING PIT-A METAPHORICAL MODEL</i><br>(James Nottingham) | Presented by CAO, Dr. Francie Spigelmyer                                                                                                                                                                          |



# Buzz Learning Management System

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Teacher Guide

Version 3.0



## Table of Contents

|                                                                     |    |
|---------------------------------------------------------------------|----|
| Logging into Buzz.....                                              | 4  |
| Home Page.....                                                      | 5  |
| Main Menu: .....                                                    | 6  |
| Course Access.....                                                  | 8  |
| Needs Grading.....                                                  | 9  |
| Communication.....                                                  | 10 |
| Accessing the Communication page: .....                             | 10 |
| Communication page layout: .....                                    | 11 |
| Posting a New Announcement.....                                     | 12 |
| Sending Mail.....                                                   | 14 |
| Calendar.....                                                       | 16 |
| People.....                                                         | 18 |
| Accessing the People page:.....                                     | 18 |
| Using the People page:.....                                         | 19 |
| Clipboard Page.....                                                 | 22 |
| Accessing the Clipboard page: .....                                 | 22 |
| Quick Lists:.....                                                   | 23 |
| Assign an Activity:.....                                            | 25 |
| Award a badge: .....                                                | 26 |
| Assign a Task:.....                                                 | 27 |
| Send a Message:.....                                                | 28 |
| Course Editor.....                                                  | 29 |
| Accessing the course Editor page:.....                              | 29 |
| Editor Page Layout.....                                             | 30 |
| Editor Toolbar.....                                                 | 30 |
| Editor Tabs.....                                                    | 31 |
| Syllabus Tab.....                                                   | 32 |
| Syllabus Tab Layout:.....                                           | 32 |
| Objectives & Badges:.....                                           | 32 |
| Folder & Activity Structure: Center Panel.....                      | 34 |
| Properties & Resources: Right Panel.....                            | 35 |
| Item Types.....                                                     | 36 |
| Digital Library.....                                                | 38 |
| Adding a Library Item to a Course or Academy Page.....              | 38 |
| Navigating the Library.....                                         | 38 |
| Assessment Editor.....                                              | 42 |
| Activity tab.....                                                   | 42 |
| Settings tab:.....                                                  | 44 |
| Questions tab.....                                                  | 49 |
| History tab.....                                                    | 50 |
| Adding an Image to a Multiple Choice and True   False Question..... | 51 |
| Assignment Editor.....                                              | 55 |
| Activity tab.....                                                   | 55 |
| Settings tab:.....                                                  | 57 |
| History tab.....                                                    | 60 |
| Blog Editor.....                                                    | 61 |
| Blog Settings tab.....                                              | 61 |

|                                                         |           |
|---------------------------------------------------------|-----------|
| Discussion .....                                        | 62        |
| Discussion Settings tab.....                            | 62        |
| Projects Tab .....                                      | 63        |
| Weights Tab .....                                       | 63        |
| Activity List Tab.....                                  | 64        |
| Scheduling Tab.....                                     | 65        |
| Group Settings Tab.....                                 | 66        |
| <b>Groups in Buzz .....</b>                             | <b>67</b> |
| Creating a Group.....                                   | 67        |
| Adding Students to the Group.....                       | 68        |
| Modifying an Assignment or Exam for a Single Group..... | 68        |
| Applying Settings to a Group.....                       | 70        |
| Making an Item Visible to a Single Group.....           | 73        |
| Viewing Groups in the Gradebook.....                    | 74        |
| <b>Gradebook.....</b>                                   | <b>75</b> |
| Accessing the Gradebook .....                           | 75        |
| Gradebook Page Layout.....                              | 76        |
| Grade Finalization.....                                 | 77        |
| Pre-finalization steps: .....                           | 77        |
| Finalization Steps:.....                                | 78        |
| Finalizing Reinstated enrollments: .....                | 79        |
| <b>Activity Grader .....</b>                            | <b>80</b> |
| Activity Grader tab: .....                              | 80        |
| Grade Editor: student submission screen.....            | 81        |
| Analytics tab:.....                                     | 83        |
| Activity Analytics:.....                                | 83        |
| Review Question Analytics: .....                        | 84        |
| <b>Gradebook: Exporting Grades.....</b>                 | <b>85</b> |
| <b>Gradebook: Viewing Quarters (ONLY VC/VS) .....</b>   | <b>87</b> |
| Assessment Gradebook Settings.....                      | 87        |
| Viewing Gradebook Settings.....                         | 88        |
| <b>Blended Classroom - Course Structure .....</b>       | <b>89</b> |
| BC - Live Session Link.....                             | 90        |
| BC - Adding Class Link to Course Landing Page.....      | 93        |
| <b>Virtual Classroom - Course Structure.....</b>        | <b>95</b> |
| VC - Live Session Link.....                             | 96        |
| VC - Adding Class Link to Course Landing Page.....      | 99        |



## Buzz Learning Management System

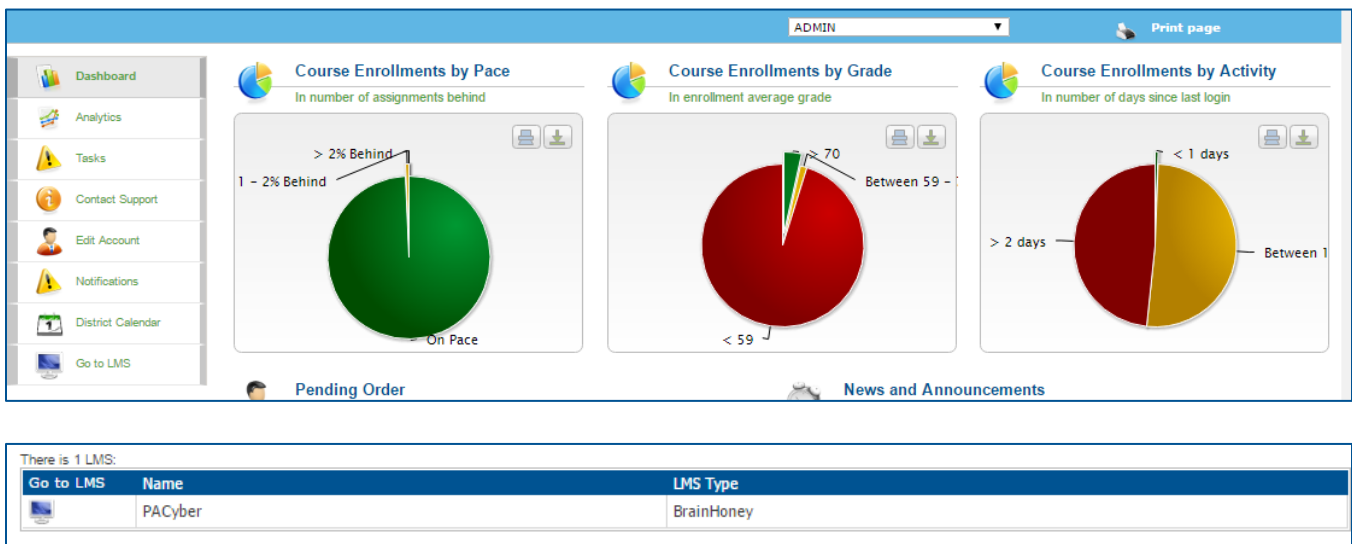
Created with students and teachers in mind, Buzz makes learning fun and easy, and provides a personal experience through a simple, user-friendly design that quickly engages the user. Along with its simplicity and clean, intuitive design, Buzz offers a variety of innovative new features. Join us as we begin our journey toward understanding all of the exciting features of Buzz.

### Logging into Buzz

Accessing Buzz is very simple. You will first go to Genius ([myschool.pacyber.org](https://myschool.pacyber.org)). Next, enter your network login credentials in the boxes shown on your screen.




Once logged into Genius, click on [Go to LMS](#). Then, click on the computer icon below [Go to LMS](#).



The dashboard displays three pie charts for course enrollment analytics:

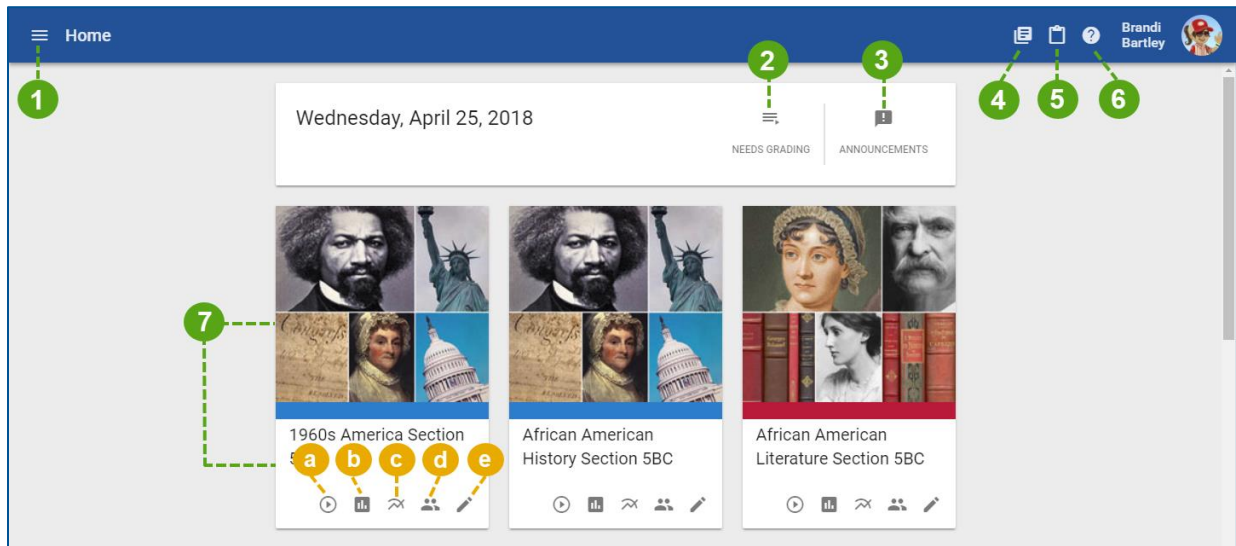
- Course Enrollments by Pace:** In number of assignments behind. Categories: > 2% Behind, 1 - 2% Behind, On Pace.
- Course Enrollments by Grade:** In enrollment average grade. Categories: > 70, Between 59 - 70, < 59.
- Course Enrollments by Activity:** In number of days since last login. Categories: > 2 days, < 1 days, Between 1 - 2 days.

Below the charts, there are sections for 'Pending Order' and 'News and Announcements'.

| There is 1 LMS:                                                                     |         |            |
|-------------------------------------------------------------------------------------|---------|------------|
| Go to LMS                                                                           | Name    | LMS Type   |
|  | PACyber | BrainHoney |

## Home Page

When you initially access Buzz from Genius, you will be directed to your *Home* page.



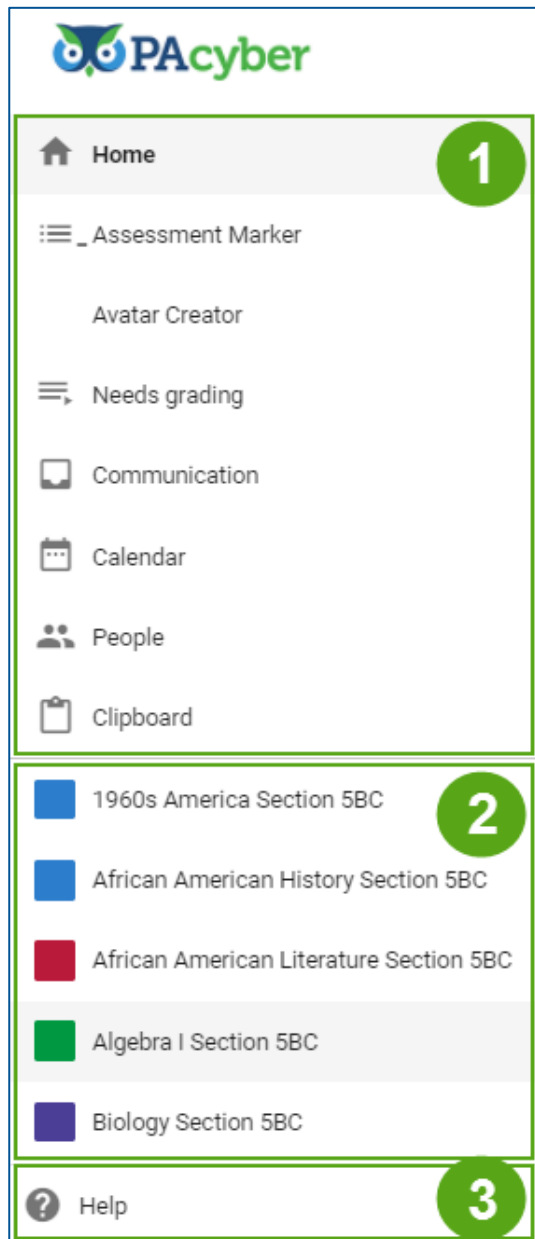
The *Home* page displays the following:

1. **Menu:** Gives you quick access to manage people/calendar/communication features, individual courses that you are enrolled in, and Help suggestions tailored to the current active screen.
2. **Needs Grading:** Displays all gradable assignments submitted by your students and grade them using the Activity Grader.
3. **Announcements:** Notifications of recent announcements for all courses you are teaching.
4. **Manage Courses:** Allows you to Hide course cards on your Home Page and view past courses you were enrolled in.
5. **Go to clipboard:** Takes you to the Clipboard page where you can view special groups in your courses and assign items to them. You can also use this feature to assign badges or send messages to specific students. \*Special groups are created within the Editor.
6. **Help:** The Help button will provide access to information that is tailored to your current active screen.
7. **Course Cards:** Take you directly to the student activities view for each course that you teach. They also provide quick access buttons in each course to:
  - a. **Activities:** Takes you directly to the course Landing Page.
  - b. **Gradebook:** Takes you directly to the Gradebook page
  - c. **Reports:** Opens the Reports page where you can pull Gradebook information.
  - d. **People:** Displays the course roster, student grades and progress, and the ability to add students to the Clipboard for additional activities and communication.
  - e. **Editor:** Takes you directly to the Editor where you can manage your course content items.



## Main Menu:

The Main Menu from your Home Dashboard gives you quick access to:



### 1. Overall Course Information:

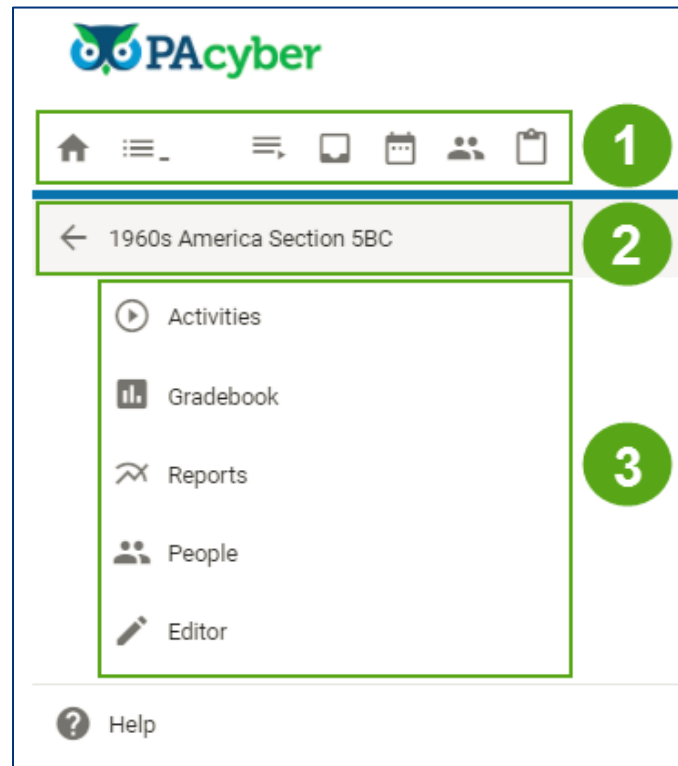
- **Home:** Home is your starting point for navigating Buzz. Selecting this option will take you back to your Home Dashboard from anywhere within Buzz.
- **Assessment Marker:** The Assessment Marker allows you to grade and mark student submissions in a larger feedback box than the gradebook editor.
- **Avatar Creator:** Create a personalized avatar character that will appear by your name for students to see.
- **Needs Grading:** Displays all gradable assignments submitted by your students and grade them using the Activity Grader.
- **Communication:** Manage announcements for all your courses.
- **Calendar:** View activities that are due for each of your courses. Filter your view to display by day, week, month, or all assignments, and by course.
- **People:** View scores, progress, pace, and self-evaluation results of students enrolled in a specific course section (or all courses you teach if viewed from the main Home page).
- **Clipboard:** Give personalized attention by creating/saving "Quick Lists" of students to assign items, badges, tasks, or send messages.

2. **Courses:** The courses you are enrolled in will appear in the second section of the Main Menu. When you click on a course name the top menu section will compress, and a course-specific menu will appear where you can select which area of the course you'd like to navigate to.

3. **Help:** The Help button will provide access to information that is tailored to your current active screen.

## Course Menu:

After selecting a course from the Main Menu, the menu compresses to a course-specific menu.



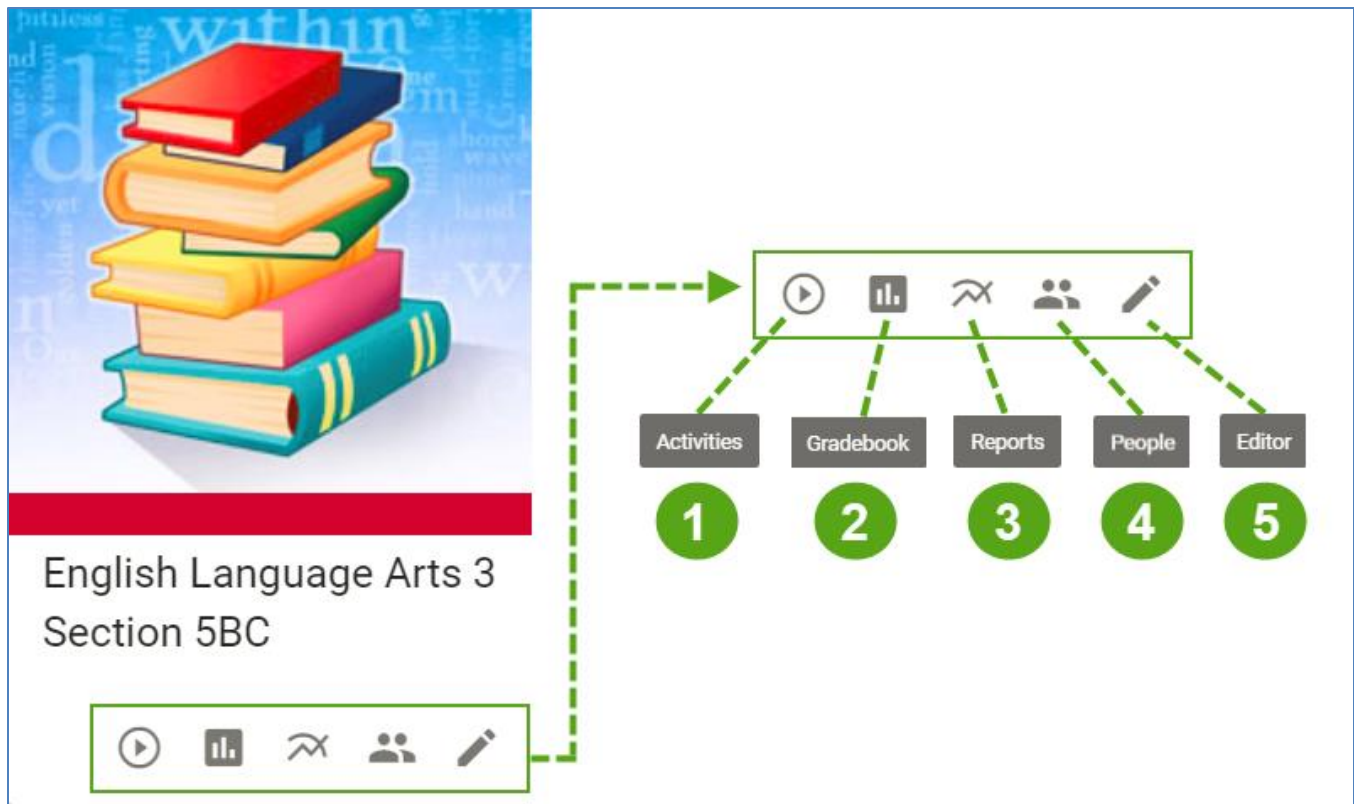
1. **Overall Course Information:** Quick access buttons to global course information and features.
2. **Return to Main Menu:** Click this button to return to the Main Menu options.
3. **Course specific Menu:** Quickly access and manage course specific content and people by selecting the desired area.

## Course Access

You can access your courses by either utilizing the Course Cards that are displayed on your Home Page or by selecting one from the Main Menu then choosing an area from the course Menu that displays.

### Course Cards:

Each course card displayed on your Home Page represents a course that you are actively teaching. Clicking on the course card picture will take you directly to the student activities view for the course. You can also utilize the quick access buttons underneath the course name to enter a specific area of the course.

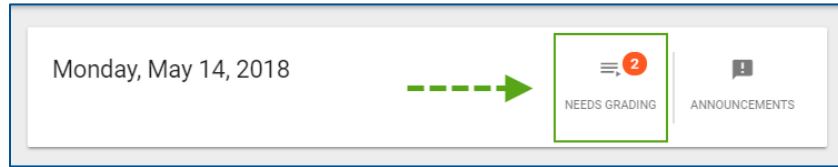


1. **Activities:** Takes you directly to the course Landing Page.
2. **Gradebook:** Takes you directly to the Gradebook page.
3. **Reports:** Opens the Reports page where you can pull Gradebook information.
4. **People:** Displays the course roster, student grades and progress, and the ability to add students to the Clipboard for additional activities and communication.
5. **Editor:** Takes you directly to the Editor where you can manage your course content items.

**Course Menu:** After selecting a course from the Main Menu, the menu compresses to a course-specific menu.

## Needs Grading

Click on the *Needs Grading* button on the HOME page to view the Grade Editor. You can also access it from the Main Menu.



### Grade Editor:

Here you can view student submissions that need graded, use the grading functions available for that item to score the activity, and provide feedback to the student.



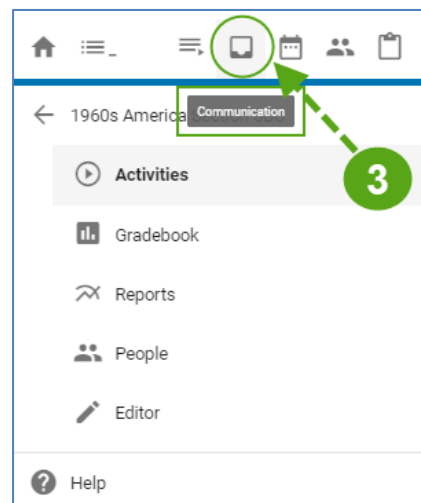
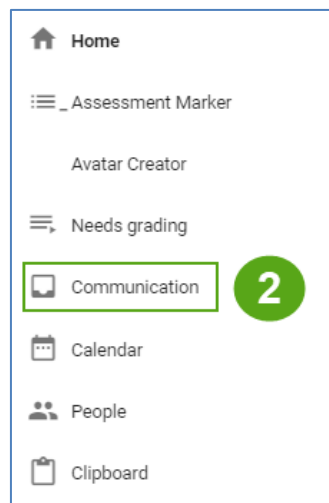
1. **Submission Queue:** A queue of student submissions that need graded for all the courses you teach is displayed on the left.
  - a. **Filter:** You can filter the queue either by selecting a course with the filter button in the top tool bar, or by typing text in the filter box.
2. **Activity submission:** The selected student's submission displays in the middle, including any attachments when sent. If needed, you can also view the student's activity history and submission history for that item.
3. **Grade functions:** The right column is where you will submit a score for the item. You can also excuse it, allow a retry, and provide feedback to the student.

## Communication

### Accessing the Communication page:

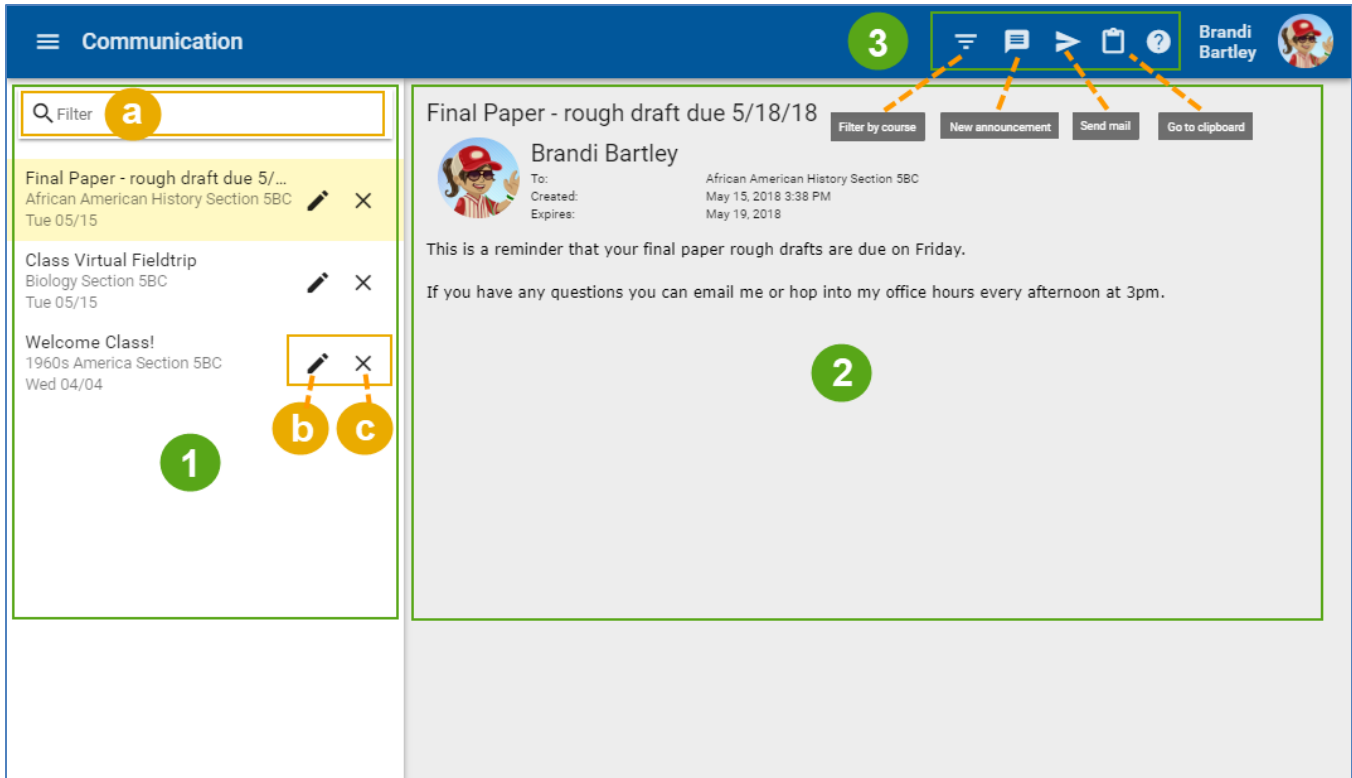
There are multiple ways to access the communications sections in Buzz. Below are a few ways for you to navigate to this page within your courses.

1. Click on the *Announcements* button on the HOME page.
2. Select *Communications* from the HOME page Main Menu.
3. Click on the *Communication icon* from the menu within a course.



## Communication page layout:

From here you can create/edit announcements and send mail for individual courses or groups of courses.

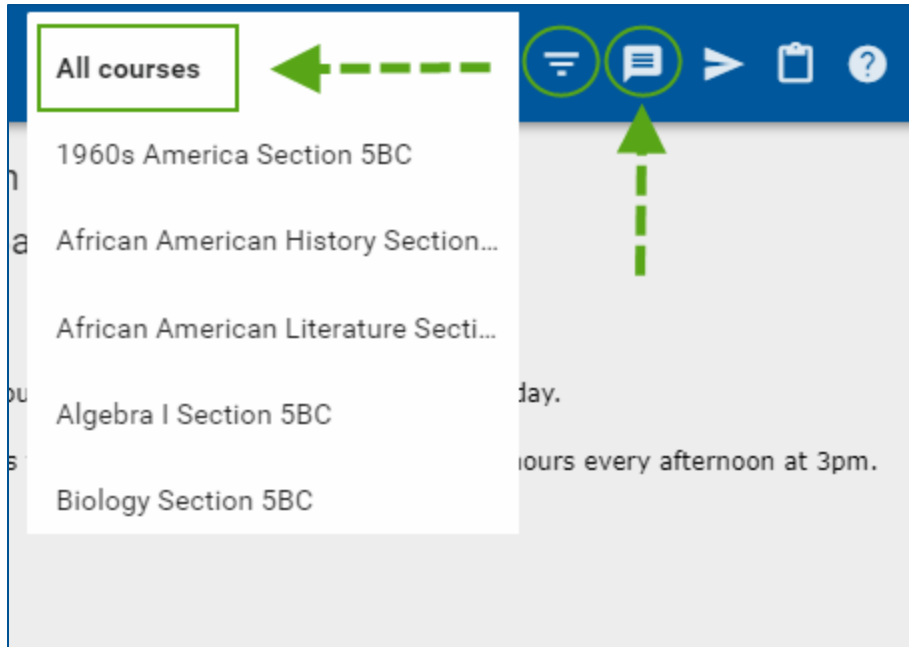


1. **Announcements queue:** List of announcements for all courses that you are enrolled in. Click on one to view its content.
  - a. **Filter:** Type text in the Filter box to search through the queue.
  - b. **Edit:** Click the pencil icon next to an announcement to edit the settings or content. Make sure you click **SAVE** in the upper right corner!
  - c. **Delete:** Click the "x" next to an announcement to delete it. This is permanent as there is no recycle bin for messages within Buzz.
2. **Announcement window:** Displays the content of the selected announcement.
3. **Communication toolbar:**
  - **Filter by course:** Select a course from the list to filter all announcements and recipients to a specific course.
  - **New Announcement:** Click this button to create a new announcement for a course you are teaching.
  - **Send mail:** Click this button to send a message to people enrolled in your courses.
  - **Go to clipboard:** Click this quick access button to jump to the Clipboard page.

## Posting a New Announcement

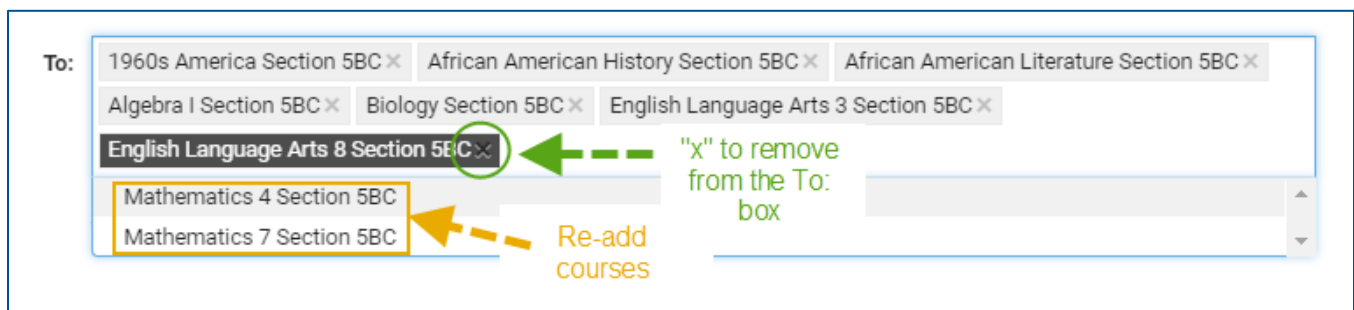
### Announcement Recipients:

1. To send an announcement to ALL students in ALL your course sections, click on the Filter button in the Communication Toolbar and select *All courses* from the list. Then click the *New Announcement* button.



2. To send an announcement to a few specific course sections follow step one above, then click on the X's next to the course's you do not want included.

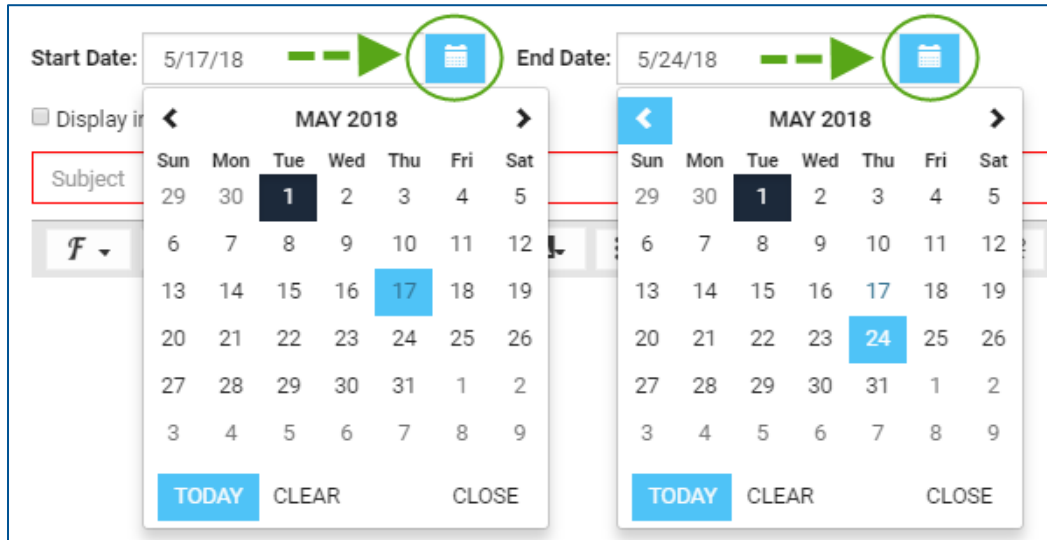
\*If you remove a course section by accident, you can add it back in by clicking anywhere in the white open space of the "To:" box and select it from the list.



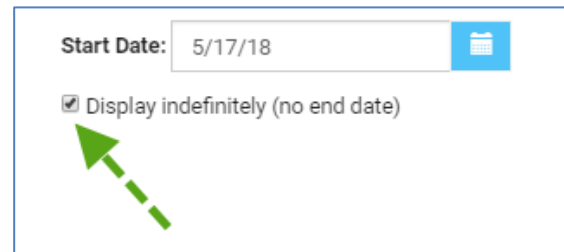
3. To send an announcement to one specific course or section, select the desired course from the *Filter* icon in step 1, then click *New Announcement*.

## Announcement Visibility:

1. Select the Start and End dates for the period you want the announcement to display. To utilize the Calendar feature, click on the *open calendar* button.

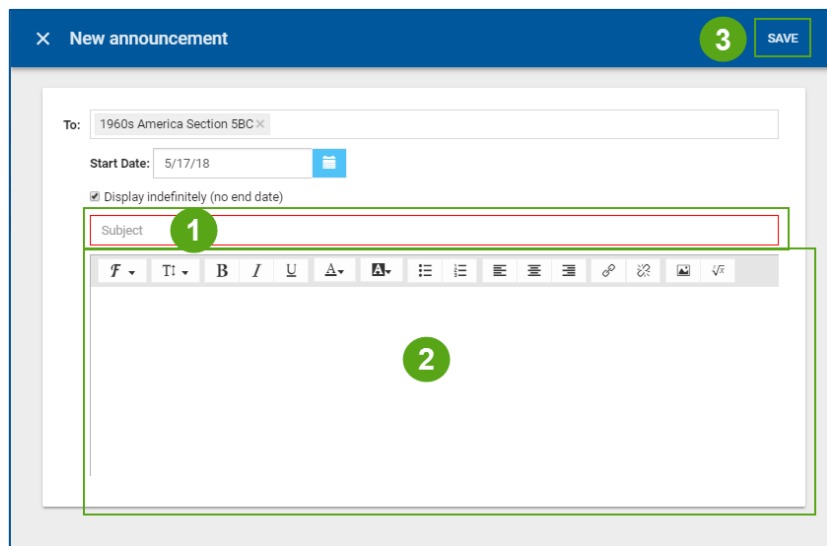


2. You can also display the announcement indefinitely by putting a check mark in the designated box. You will see the *End Date:* field disappear.



## Announcement Content:

1. Type in the Subject of your Announcement.
2. Then create your announcement by typing it in the text box provided. You can use any of the formatting options available via the buttons at the top of the box.
3. Then click on the *SAVE* button.





## Sending Mail

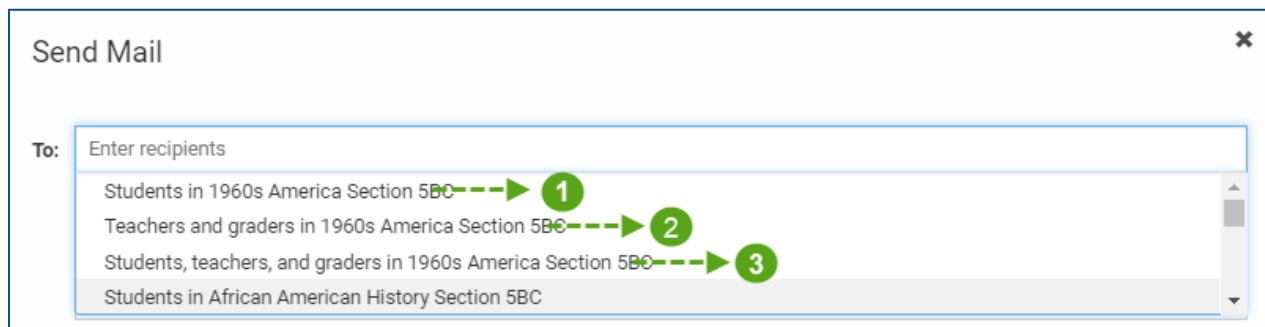
Click on the *Send Mail* icon in the tool bar at the top to create a Mail message. All messages are received in the recipients' corresponding PA Cyber/Mypacyber email accounts.



**Note:** Recipients will only see themselves in the Sent To field. They will **NOT** see other recipient addresses.

### Mail Recipients:

Click inside the *To:* box to choose the recipients of your message. You can choose from 3 different groups per course section: (*Graders role is synonymous with teachers for PA Cyber staff*)

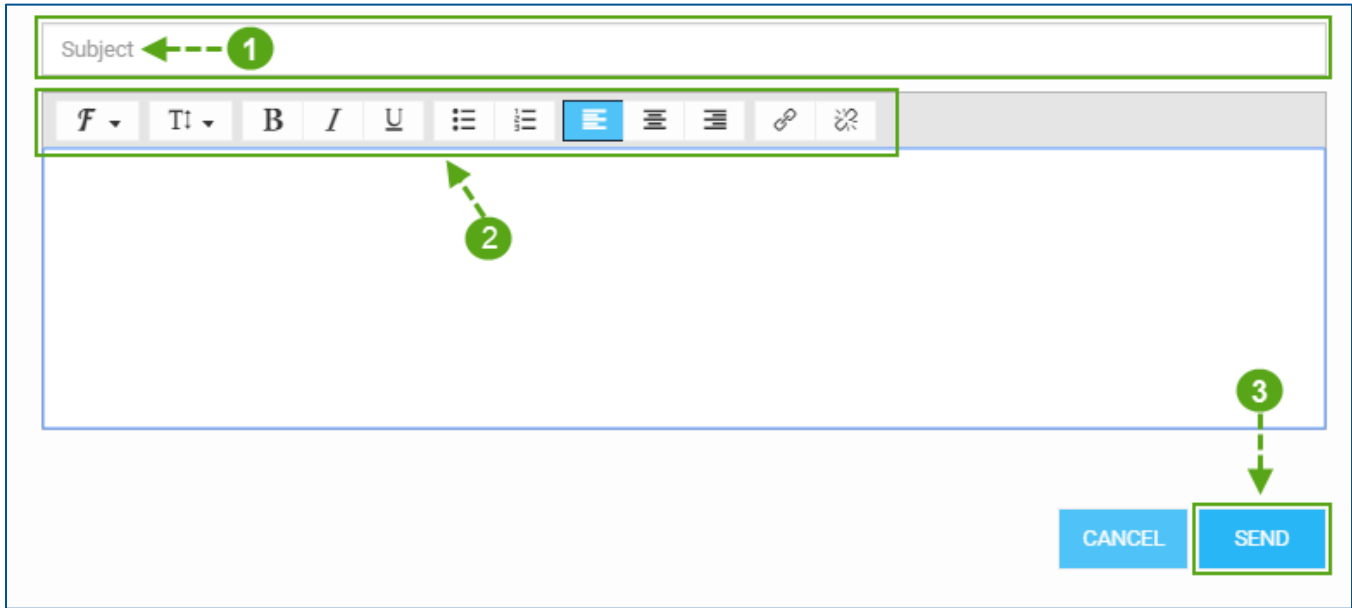


1. Students in... (*course section*).
2. Teachers and graders in... (*course section*).
3. Students, teachers, and graders in... (*course section*).

**Note:** Be sure to put a check mark in the box send a copy of the message to your PA Cyber email.



Mail Message Content:

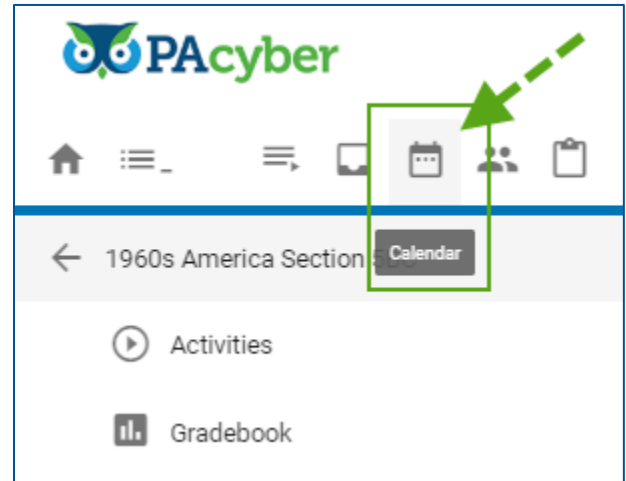
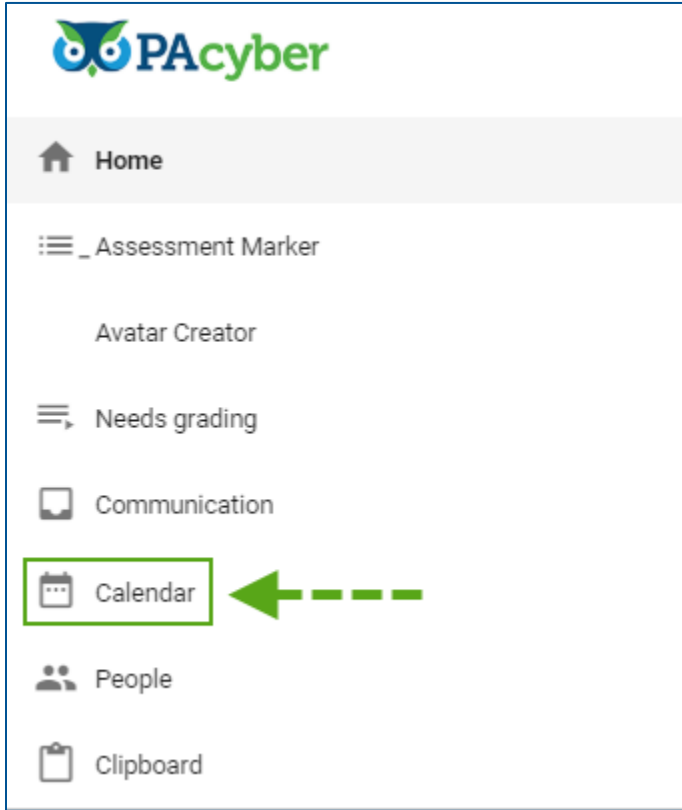


The screenshot shows a mail composition window. At the top is a 'Subject' text box with a green circle '1' and a dashed arrow pointing to it. Below the subject box is a rich text editor toolbar with various icons for font color, text color, bold, italic, underline, bulleted list, numbered list, indent, outdent, link, and unlink. A green circle '2' and a dashed arrow point to the toolbar. Below the toolbar is a large text area for the message content. At the bottom right of the text area are two buttons: 'CANCEL' and 'SEND'. A green circle '3' and a dashed arrow point to the 'SEND' button.

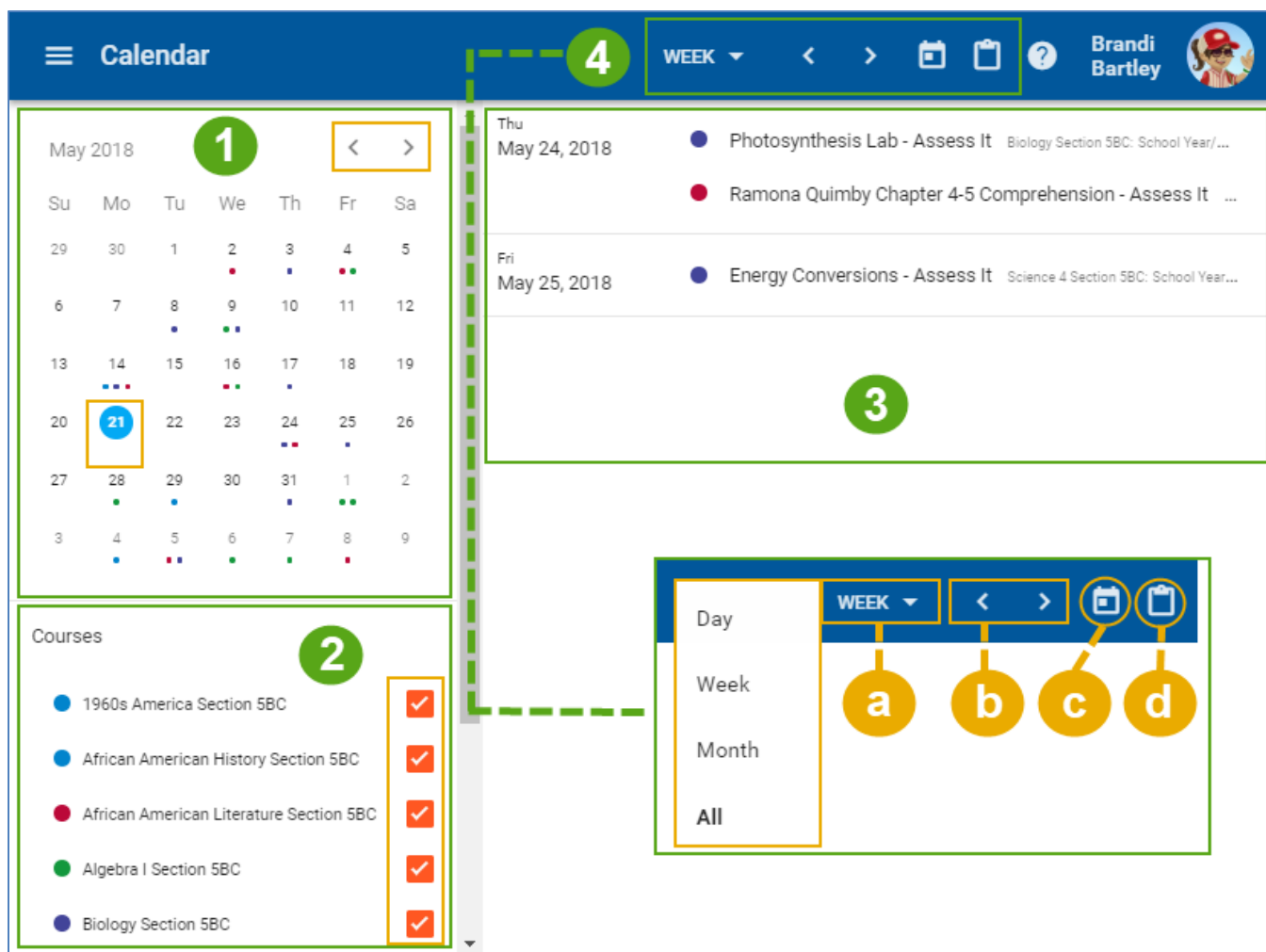
1. Type in the Subject of your message.
2. Then create your message content by typing it in the text box provided. You can use any of the formatting options available via the buttons at the top of the box.
3. Then click on the *Send* button.

## Calendar

You can access the *Calendar* page by selecting it from the *Main Menu* or by clicking on the Calendar icon from within a *Course Menu*.



**Calendar page:** Here you will see a list of items that are due on the right according to the course and view selections made. The dots on the calendar are color coded to correspond with the course card theme for the items due.



The screenshot shows the PAcyber Calendar interface. It features a top navigation bar with a hamburger menu, the title 'Calendar', and a user profile for Brandi Bartley. Below the navigation bar is a calendar grid for May 2018, with the date 21 highlighted. To the right of the calendar is a list of items due on specific dates, such as 'Photosynthesis Lab - Assess It' on May 24 and 'Energy Conversions - Assess It' on May 25. At the bottom left is a 'Courses' list with checkboxes for various subjects like '1960s America Section 5BC' and 'Algebra I Section 5BC'. A 'Calendar Toolbar' is located at the bottom right, containing a 'WEEK' dropdown menu, navigation arrows, and icons for 'Go to today' and 'Go to clipboard'. Numbered callouts (1-4) and lettered callouts (a-d) are overlaid on the image to identify key features.

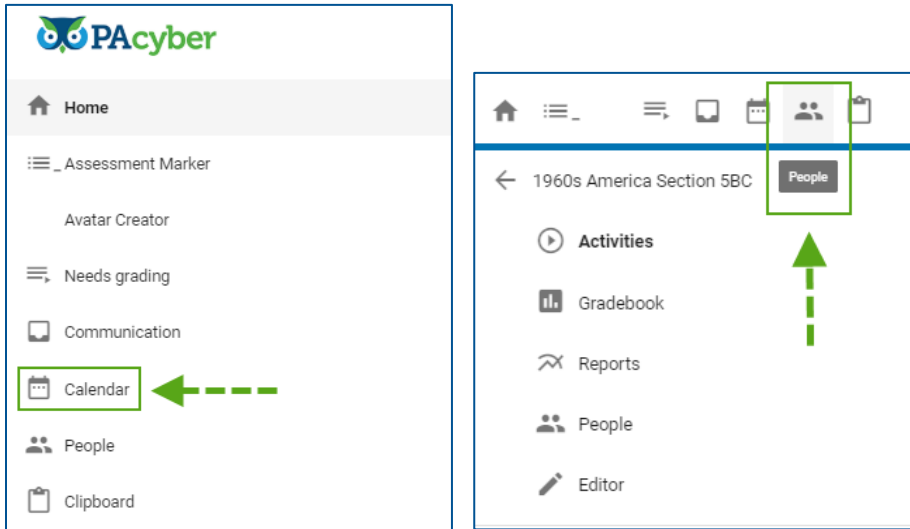
1. **Calendar:** Click on a date or change the month using the arrow buttons at the top right.
2. **Courses list:** Select which course items you want to view by placing a check mark inside the box (or uncheck to deselect) to the right of the desired courses.
3. **Items Due:** View list of items due according to the course and view selections you made. Click on any item in the list to open it in the Activities page.
4. **Calendar Toolbar:**
  - a. **Time Period:** Select the period you would like to view items due.
  - b. **Previous/Next:** Adjust the assignments shown by the "Time Period" that is selected.
  - c. **Go to today:** Return the view to the current day in the calendar.
  - d. **Go to clipboard:** Quick access button takes you directly to the Clipboard page.

**Note:** BC teacher calendars do not display an accurate view based on your enrollment date. To see the calendar and target due dates the way your students will see them, select a student in your gradebook and click on his/her name.

## People

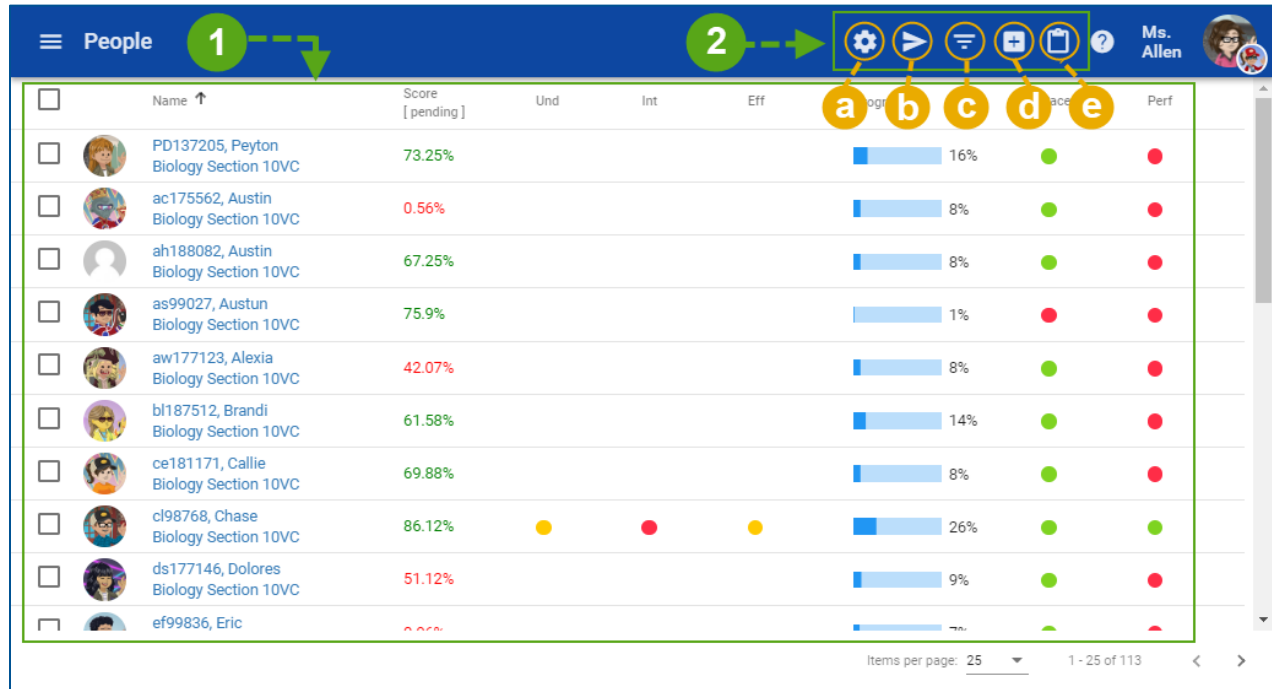
### Accessing the People page:

You can access the *People* page by selecting it from the *Main Menu* or by clicking on the Calendar icon from within a *Course Menu*.



## Using the People page:

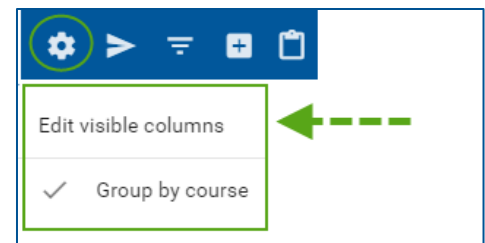
View at-a-glance student information that you can use to track student progress.



1. Customizable screen where you can:
  - View a list of students in one specific course section or all courses you teach.
  - View students' scores.
  - View Students' self-evaluation of their understanding, interest, and effort for a course.
  - Monitor their course Progress, Pacing, and Performance.
  - You can also see how many Badges students have earned.
2. People page toolbar:
  - a. **Display options:** You can *Edit visible columns* and *Group by course* (if viewing all courses).
  - b. **Send mail:** Select students from the list on the left and click this button to open a new mail message with selected students in the recipient's field.
  - c. **Filter:** Drops down the filter options available to sort the students.
  - d. **Add selected students to clipboard:** After sorting and selecting students click this button to add them to the clipboard to be used for functions available in the Clipboard page.
  - e. **Go to clipboard:** Click this quick access button to jump to the Clipboard page.

### Display Options:

Customize your view by clicking on the *Display Options* button, then *Edit Visible Columns*.



**Edit Visible Columns Options:** Click on the box next to the fields you want to see, then click SAVE.

**Edit visible columns**

- Accommodations
- Score
- Time spent
- Self assessment
- Self assessment changed date
- Progress (all activities)
- Mastery
- Online
- Pace
- Performance
- Badges
- Today
- Recently failed
- Late

- **Accommodations:** This field data is not available for display.
- **Score** will show the student's overall grade percentage.
- **Time spent:** will display the total amount of time the student spent on course activities.
- **Self assessment:** displays the student's self-evaluation results.
- **Self assessment changed date:** will display the date and time of the most recent self-assessment.
- **Progress (all activities):** displays the student's progression in completing course activities.
- **Mastery:** shows how well the student is performing in accordance with course objectives.
- **Online:** indicates if the student is currently online or not.
- **Pace:** uses a color indicator to show how well they student is keeping up in the course. *\*guide below*
- **Performance:** uses a color indicator to show how well the student is scoring on activities. *\*guide below*
- **Badges:** shows the number of badges the student has earned.
- **Today:** shows the students activity for the day.
- **Recently failed:** displays the number of failed activities.
- **Late:** displays the number of activities the student submitted late.

### \*Pace:

- **Green** = Less than 15% of activities are past due.
- **Yellow** = Between 15% - 30% of activities are past due.
- **Red** = 30% or more of activities are past due.

### \*Performance:

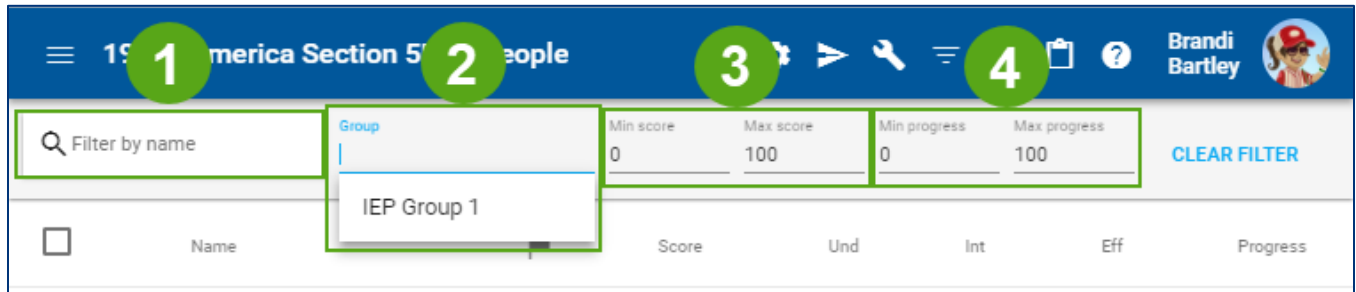
- **Green** = The student's overall score is within the top 75% of passing scores, and none of their five most recent activities received a below passing score.
- **Yellow** = The student's overall score is within the bottom 25% of passing scores, and/or the student has a below passing score on one of the five most recent activities.
- **Red** = The student's overall score is below the passing threshold, and/or the student has a below passing score on two or more of the five most recent activities.

### Sorting Displayed Data:

- You can sort the displayed data by clicking on any column header as needed.
- From the Options menu you can **Group by Course** when viewing ALL your courses in the **Course Dropdown** menu at the top. When selecting this option, the students will be sorted first by course, then by whichever column header you click on.

## Filter Displayed Data:

You can filter the displayed data using the funnel (filter) icon in the *People* toolbar.



1. **Filter by name:** Search for a student by typing a name in the box.
2. **Filter by quick list or group:** Click inside box to select from a list of special groups or quick lists you've already created.
3. **Filter by score:** Enter a score range in the Min and Max score boxes. For example: enter a Min score = 0 and Max score = 60 to sort out students with below 60%.
4. **Filter by progress:** Enter a percentage in the Min and Max progress boxes.

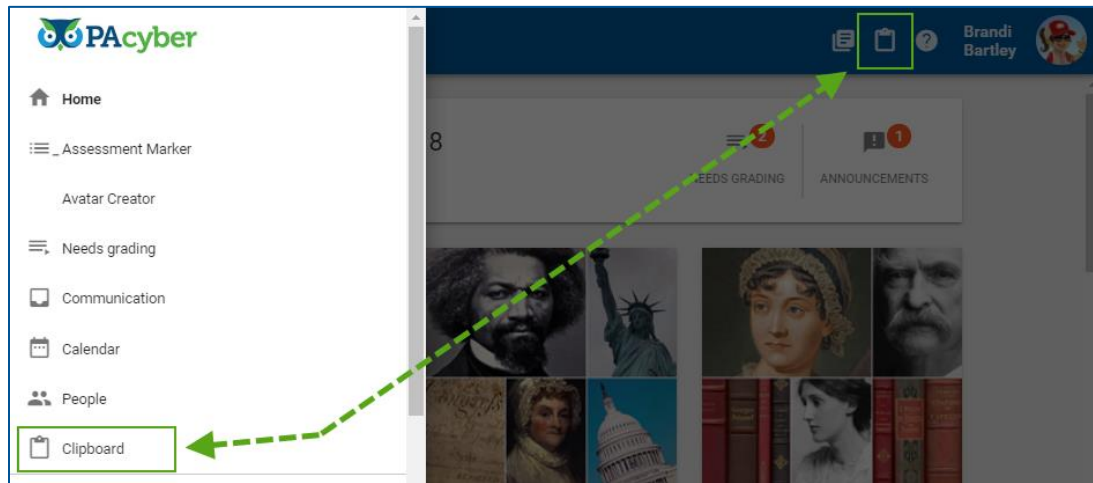
You also can manage *Groups* in the *People section*. To learn more about groups, see the *Groups section* of this guide.



## Clipboard Page

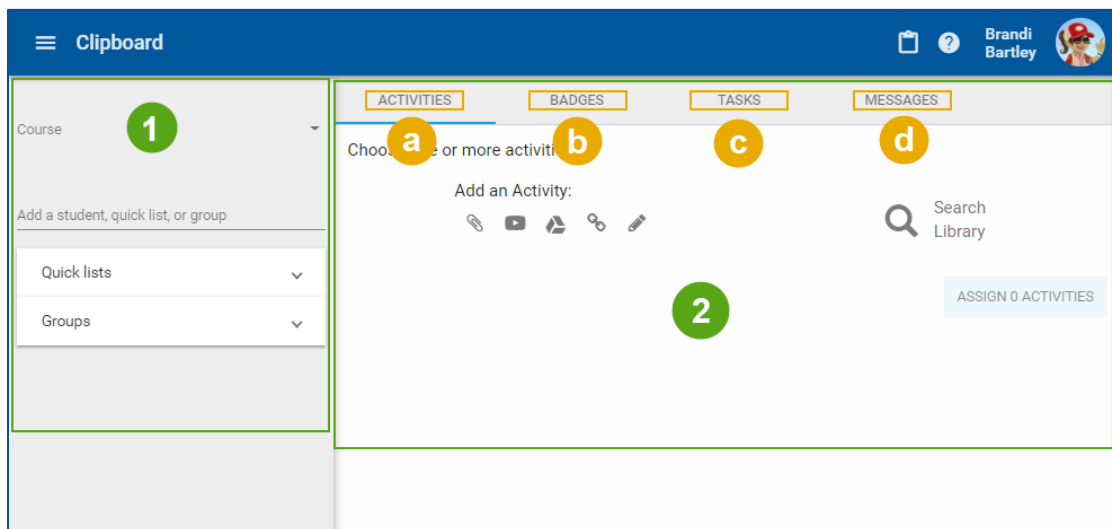
### Accessing the Clipboard page:

You can access the *Clipboard* page by selecting it from the *Main Menu* or by clicking on the *Clipboard* icon in the toolbar of any page.



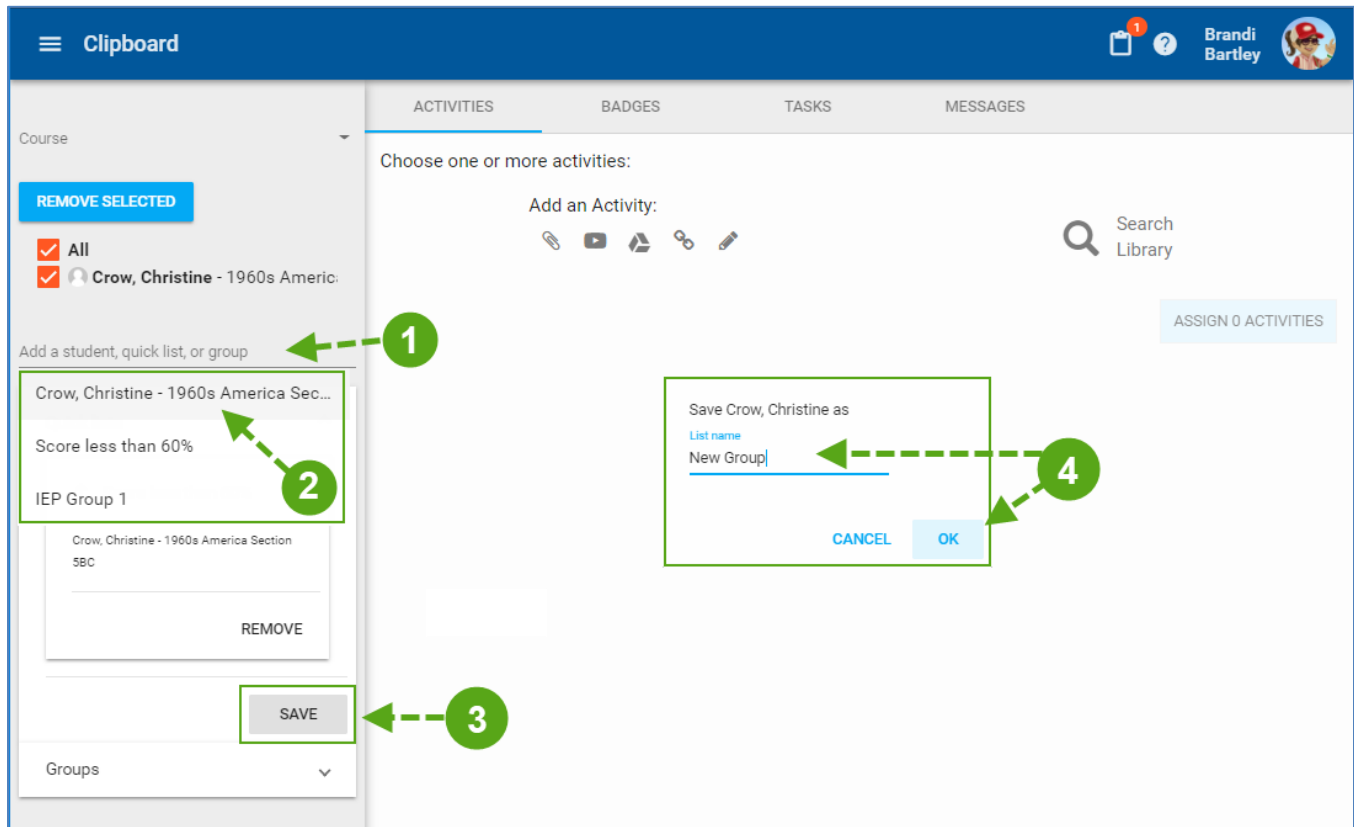
### Clipboard page:

From the Clipboard you can give personalized attention to a student or group of students.



1. **Quick Lists/Groups:** Selection of students that will receive your intended action.
2. **Action Window:** Here you will select the action that you wish to apply to the selected students.
  - a. **Activities:** Create additional non-graded activity for the student(s) to complete.
  - b. **Badges:** Assign badges to students.
  - c. **Tasks:** Create tasks for a student or group to complete.
  - d. **Messages:** Quickly send a mail message to a student or group.

## Quick Lists:



How to create/save a *Quick List* using the *Clipboard* tool:

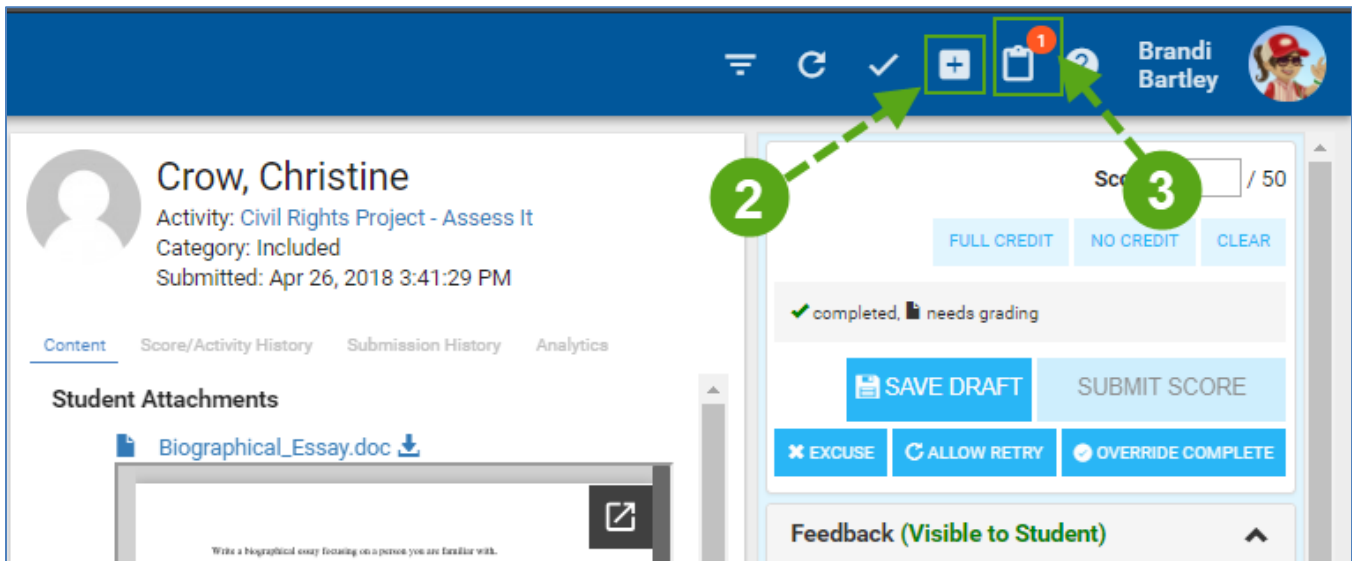
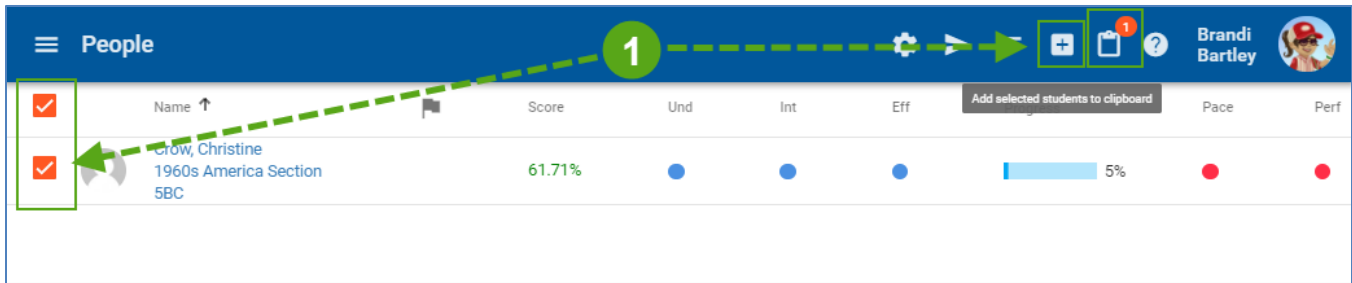
1. Once inside the Clipboard page, click inside the *"Add a student, quick list, or group"* box.
2. Either select students individually from the list, or select a previously created list or group.
3. Once all students have been added, expand the *Quick lists* box and click the *SAVE* button. Only students with selected checkboxes will be included.
4. Name the list and then click *OK*.

### Notes:

\*\* If you're not saving the list and only using selected students once, simply clear the *Clipboard* by clicking on the *"Remove Selected"* button at the top.

\*\* Quick List members cannot see who else is on the list.

\*\* You can add/remove quick lists, but you cannot manage/edit special groups from this page.



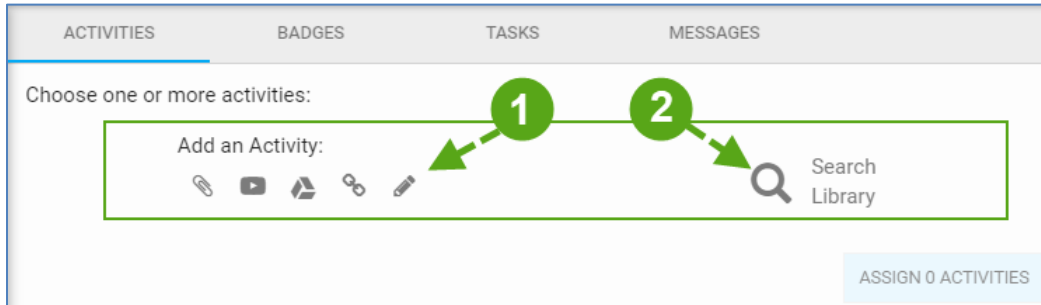
How to add students to the *Clipboard* from other places within Buzz:

1. You can select students on any page that has checkboxes next to student names (People/Gradebook). Then, click the *plus sign* next to the Clipboard icon in the toolbar.
2. While viewing a page that has only one student's information, click the *plus sign* in the toolbar to add them to the Clipboard.
3. The *Clipboard icon* will have a number to indicate how many students you've selected.

This feature allows you to create a list of students that need additional attention while you grade or review data, without disrupting your current task.

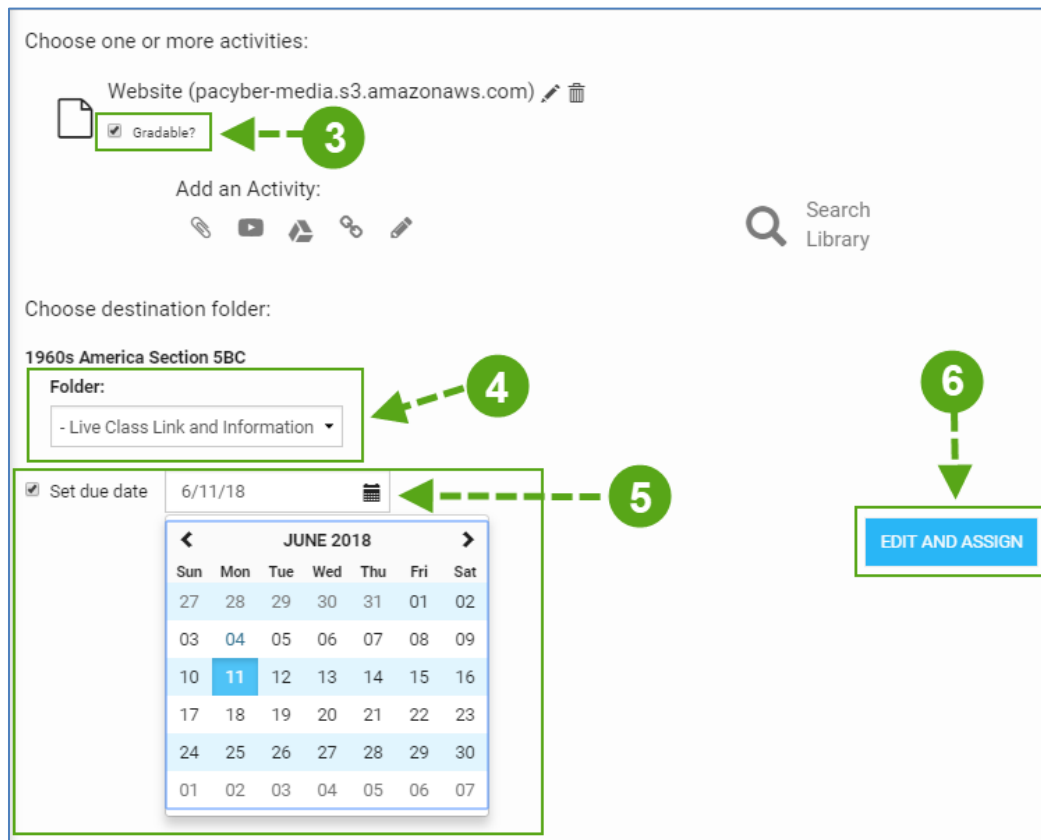
## Assign an Activity:

Once students are selected for supplemental activity, you can assign content by:



1. Choosing an option under "Add an Activity" on the right.
2. Or click on [Search Library](#) and navigate the Digital Library that is accessible to you.

For each item added, you must indicate:



3. If it's *Gradable*.
4. Select its Location within the syllabus by choosing a *Folder*.
5. Set a due date.
6. Click the *Edit and Assign* button. This will open the "Gradebook Settings" page for the new item where you will define submission and grading criteria. Then click the *Assign* button.

## Award a badge:

Once students are added to the Clipboard, you can award a *Badge* by:



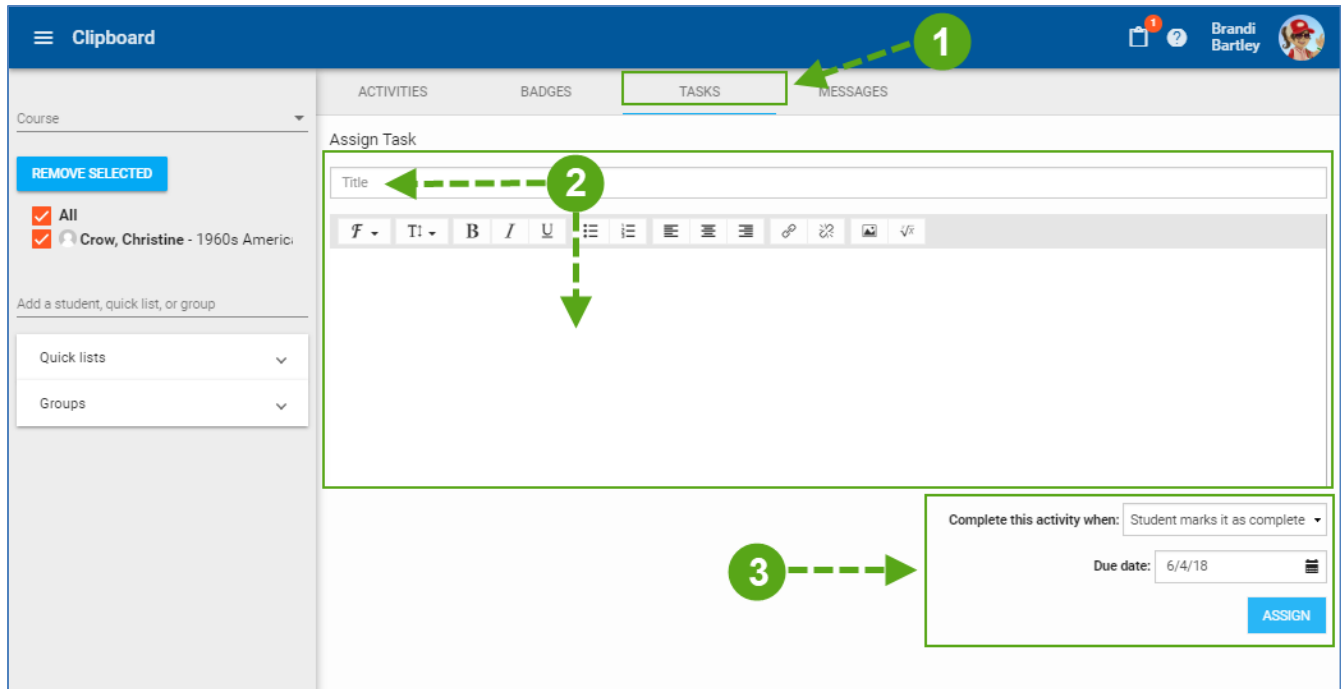
The screenshot shows the PAcyber interface for awarding a badge. The top navigation bar includes 'Clipboard', 'ACTIVITIES', 'BADGES', 'TASKS', and 'MESSAGES'. The 'BADGES' tab is selected. A grid of various badges is displayed, with 'Participation' highlighted. Below the grid, a form allows for editing the badge's description, requirements, and attaching evidence. The 'AWARD' button is located at the bottom right.

1. Clicking on the *BADGES* tab at the top.
2. Click on the *Badge* of choice.
3. Edit the *Description* of the badge as you see fit.
4. Edit the *Badge Requirements* or use that space to add comments to the students.
5. *Attach a file* if desired from your computer.
6. Click the *AWARD* button.

## Assign a Task:

*Tasks* are non-graded activities that you can quickly assign to one or more students using the Clipboard. This feature allows you to personalize activities that are like in-class exercises, where the real value is in “doing the task”.

Once students are added to the Clipboard, you can assign a task by:

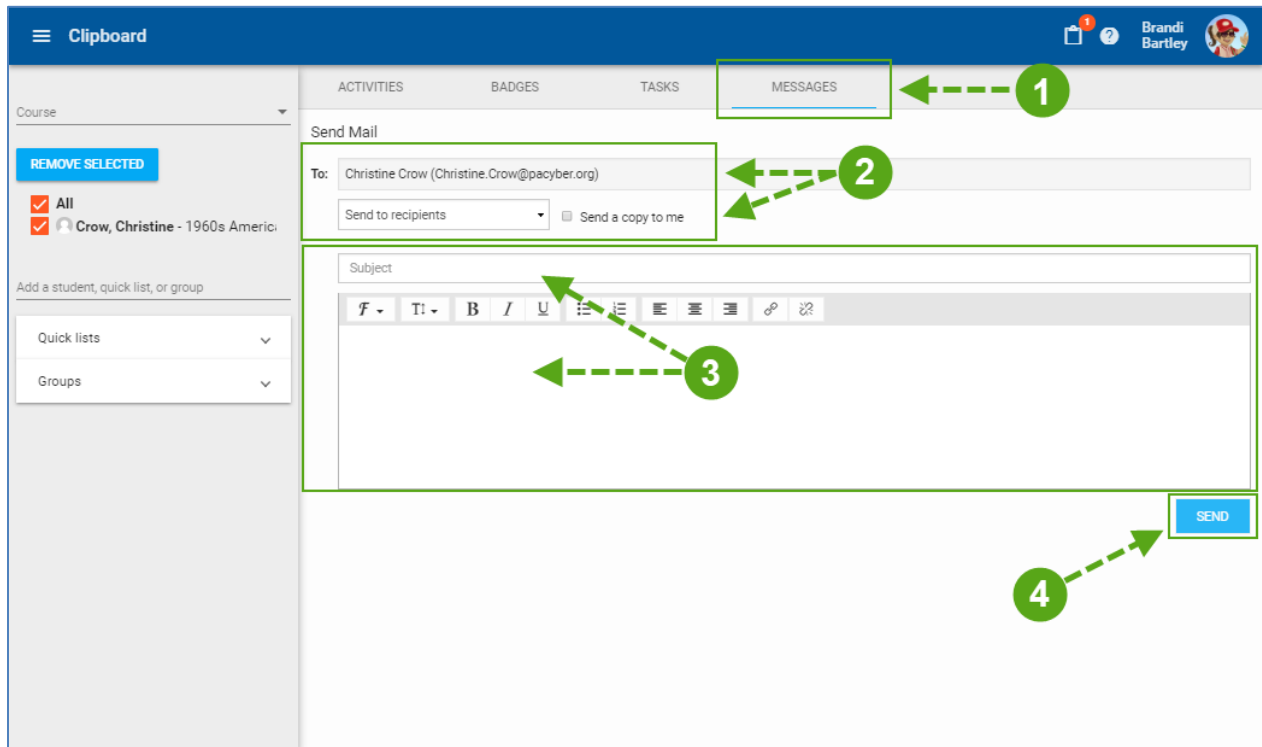


1. Clicking on the *Tasks* tab at the top.
2. Give the task a *Title* and then describe the activity in the text box provided.
3. Set the *Completion* and *Due Date* settings, then click the *Assign* button.

## Send a Message:

Once students are added to the Clipboard, you can send them a message by:

1. Clicking on the *MESSAGES* tab at the top.
2. The students added to the Clipboard will automatically populate the *To:* field. Be sure to check to the box to *send a copy to yourself*.
3. Give your message a *Title* and then add the body of your message in the text box below.
4. Click the *SEND* button.



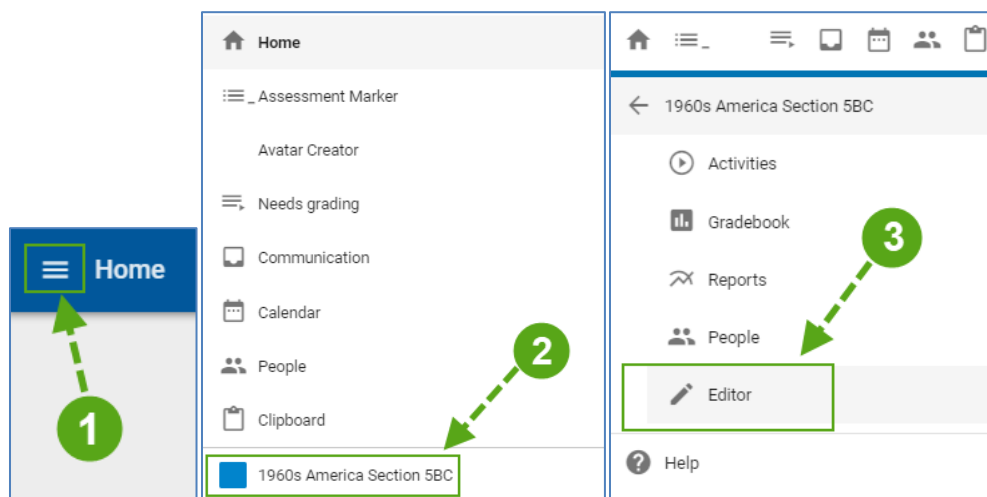
## Course Editor

The *Editor* is where you can create and edit your course content. Below is a breakdown of the initial window that displays when you first click on the Editor button.

### Accessing the course Editor page:

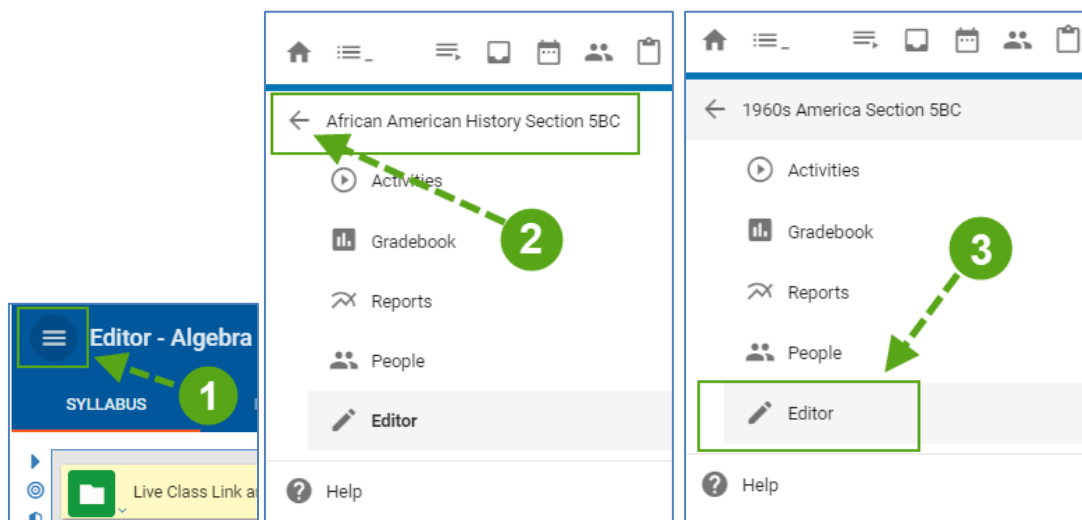
From the *Home Page*:

1. Click on the *Main Menu* icon.
2. Click on a *Course Name* from the list.
3. Click on the *Editor* option in the Course Menu.



To switch from one course editor to another:

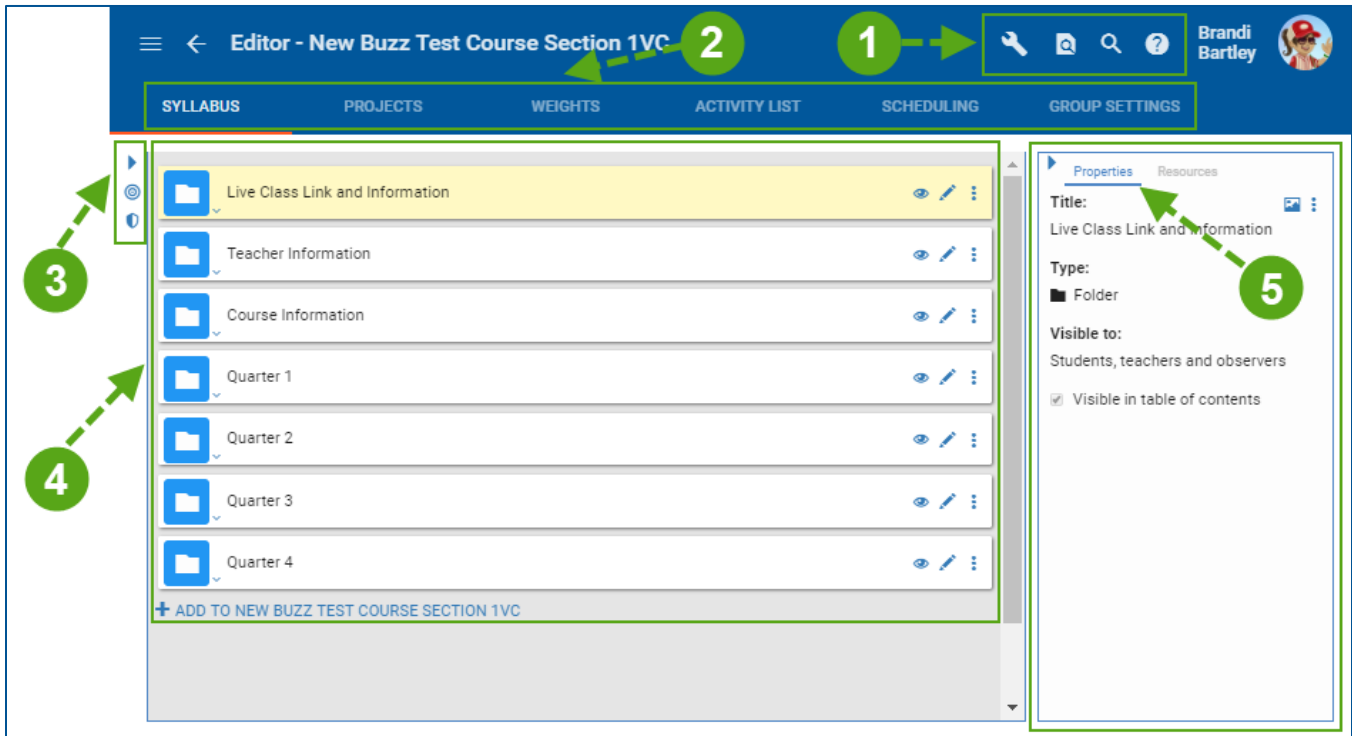
1. Click on the *Main Menu* icon.
2. Click on the *Back Arrow* to "go back" one menu step.
3. Select your *Course* from the list, then click on the *Editor* option in the Course Menu.





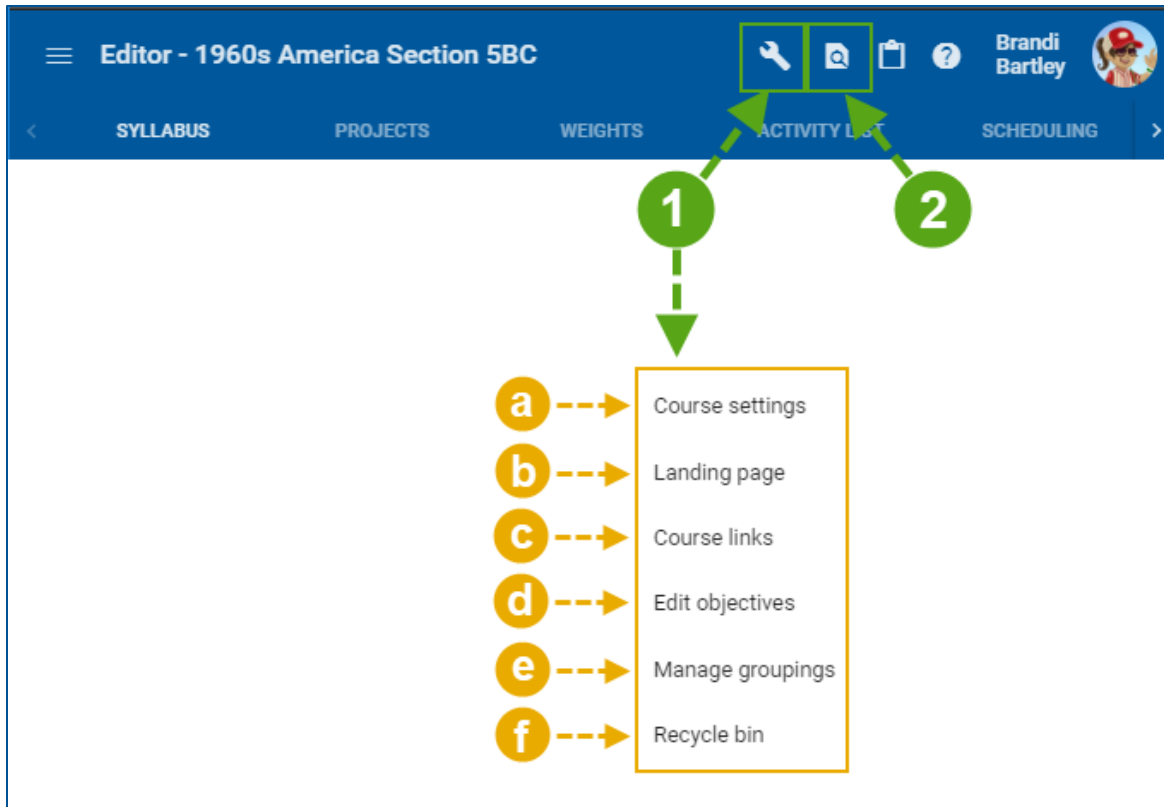
## Editor Page Layout

1. Editor Toolbar
2. Editor Tabs
3. Objectives/Badges Panel
4. Folders and Activities in the Syllabus
5. Properties/Resources module



## Editor Toolbar

1. **Tools Menu:** Course level changes can be made using these tools.
  - a. **Course Settings:** Do Not Use This Tool.
  - b. **Landing Page:** Opens the course's Landing Page editor.
  - c. **Course Links:** Add, edit, and delete links to resources you want the students to easily access. The students can access these links via the "Course Links" button in the toolbar of their Activities page for your course.
  - d. **Edit objectives:** Add, delete, and maintain your course objectives.
  - e. **Find Activity:** Search for activities by their Title or ID. Clicking on an item from the list will take you directly to that item in the syllabus.
  - f. **Manage Groups:** Create and maintain special group sets from this area.
  - g. **Recycle Bin:** Restore deleted syllabus items from here.
2. **Find Activity:** Search for activities by their Title or ID. Clicking on an item from the list will take you directly to that item in the syllabus.



## Editor Tabs

The Editor page has 6 tabs that contain the tools you need to build and set up your course content.

1. **Syllabus:** Add, edit, and maintain the activities that your students will view or complete. It has 3 sections to it: Objectives/Badges panel, Folders and activities, and Properties/Resources.
2. **Projects:** Build student-guided project-based learning activities. This is for VC/VS Teacher use only.
3. **Weights:** **Do Not Use**
4. **Activity List:** All course items are displayed in a list view and can be previewed. Here you can filter and search for an item by name, type, or location.
5. **Scheduling:** View all gradable items in the syllabus or list view and quickly and easily schedule due dates by dragging and dropping them into the calendar.
6. **Group Settings:** View existing course groups and adjust their visibility settings for folders or activities.



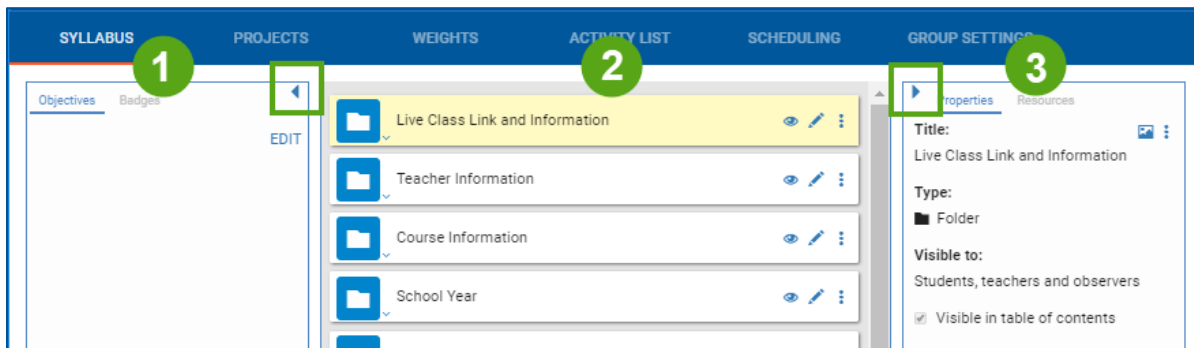
## Syllabus Tab

The Syllabus tab is where you can add, maintain, and delete content. You can also view objectives, create and assign badges, and maintain course resources in this window.

### Syllabus Tab Layout:

This tab is made up of 3 panels:

1. Objectives/Badges panel – expand/collapse button
2. Folder and activity structure
3. Properties/Resources panel – expand/collapse button



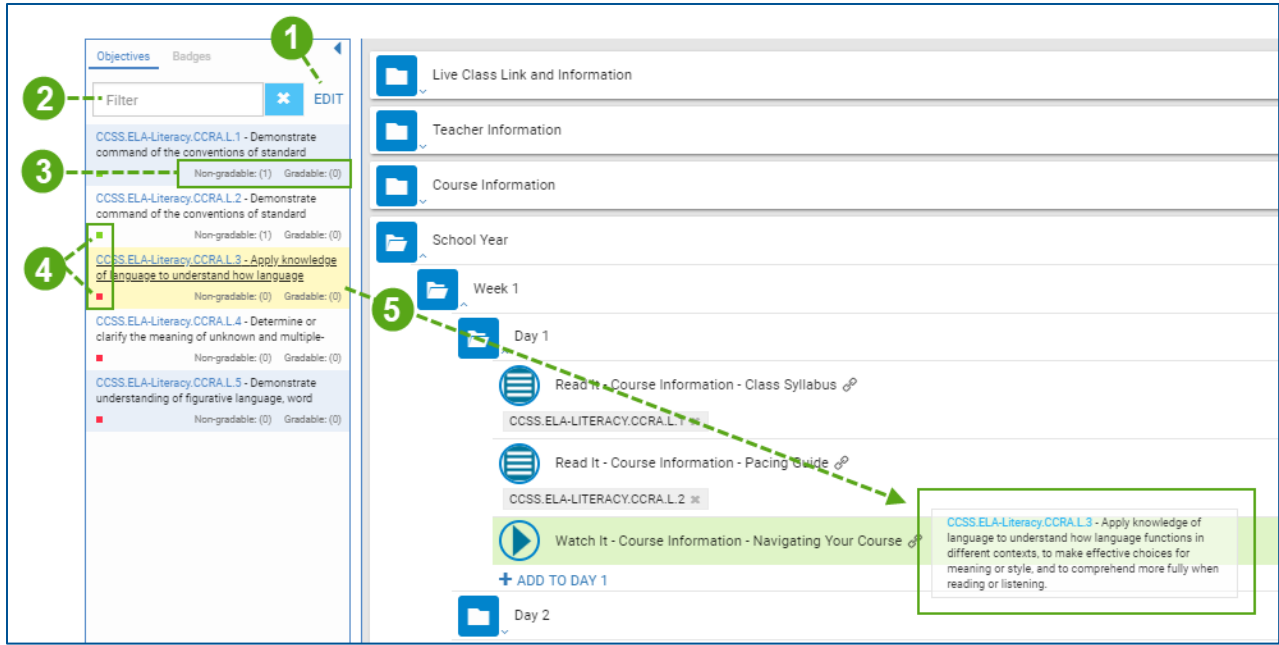
### Objectives & Badges:

Left Panel (Expand by clicking on the top arrow.)

Click on the *Objectives* tab to:

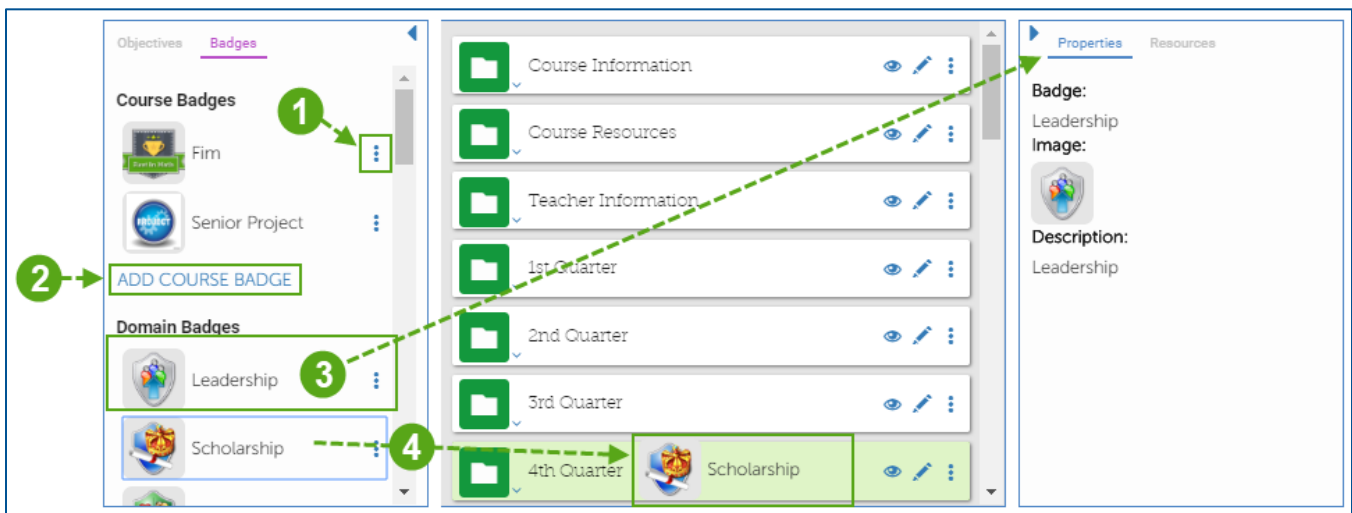
1. *Filter* the objectives that were pre-loaded for your course.
2. Click on *Edit* to add or change objectives aligned with the course.
3. View *quantity* course items are aligned with the objectives listed.
4. *Red square* indicates zero items are aligned with that objective. Once the objective is associated with an item this square will change to *green*.
5. Easily *assign an objective* to a syllabus item by dragging and dropping it onto the item in the folders and activities panel.

**Note:** Not all courses will contain preloaded objectives.



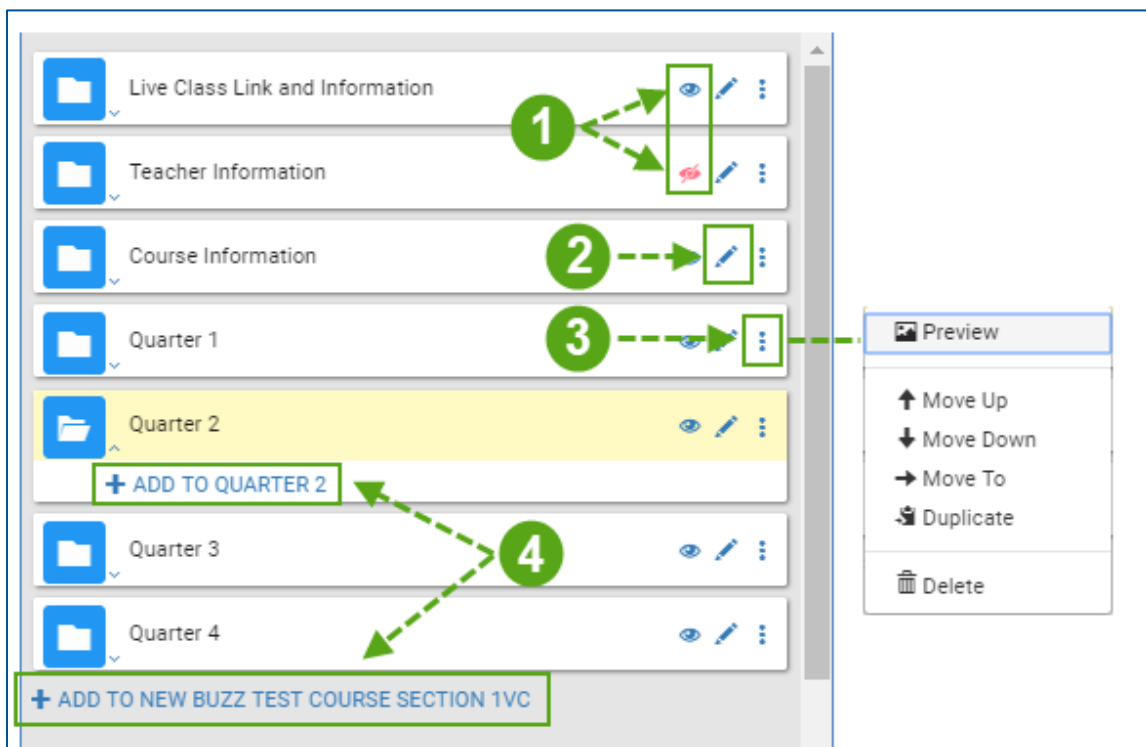
Click on the **Badges** tab to:

1. Click on the **3 dots** to edit, delete, or view badge details.
2. Click on the link **Add course badge** to create your own badge.
3. Click on a badge from the list to quickly view its details in the properties pane.
4. Assign badges to activities or folders by dragging/dropping them onto the item in the center pane.



## Folder & Activity Structure: *Center Panel*

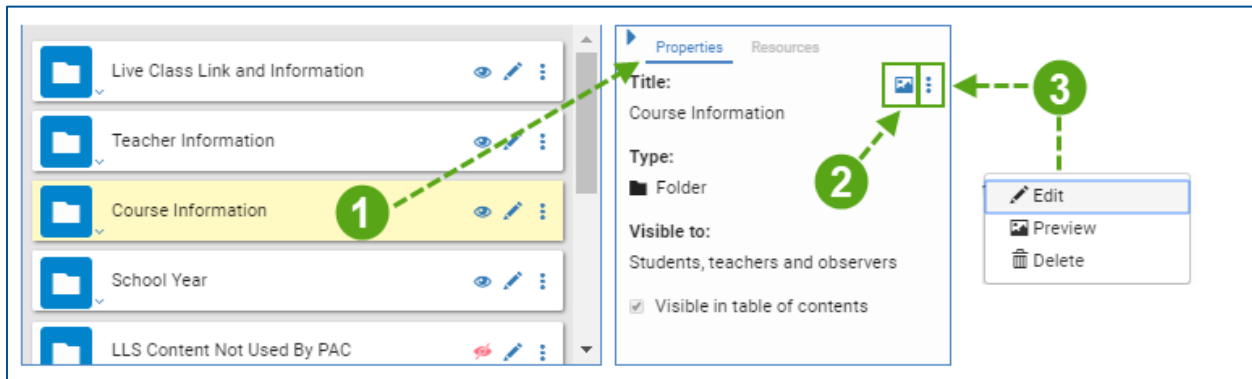
1. Edit an item's visibility to students by clicking on the toggle *eye* icon. When item is not visible there will be a line through the *eye* icon.
2. Click on the *pencil* icon to edit the folder or activity details. A separate window will open to edit the item.
3. Click on the *3 dots* to preview, move, duplicate, or delete an item. You can also move the item by dragging/dropping it into the preferred location.
4. Click on the appropriate *plus sign* to add items at the course level or to a folder.



## Properties & Resources: *Right Panel*

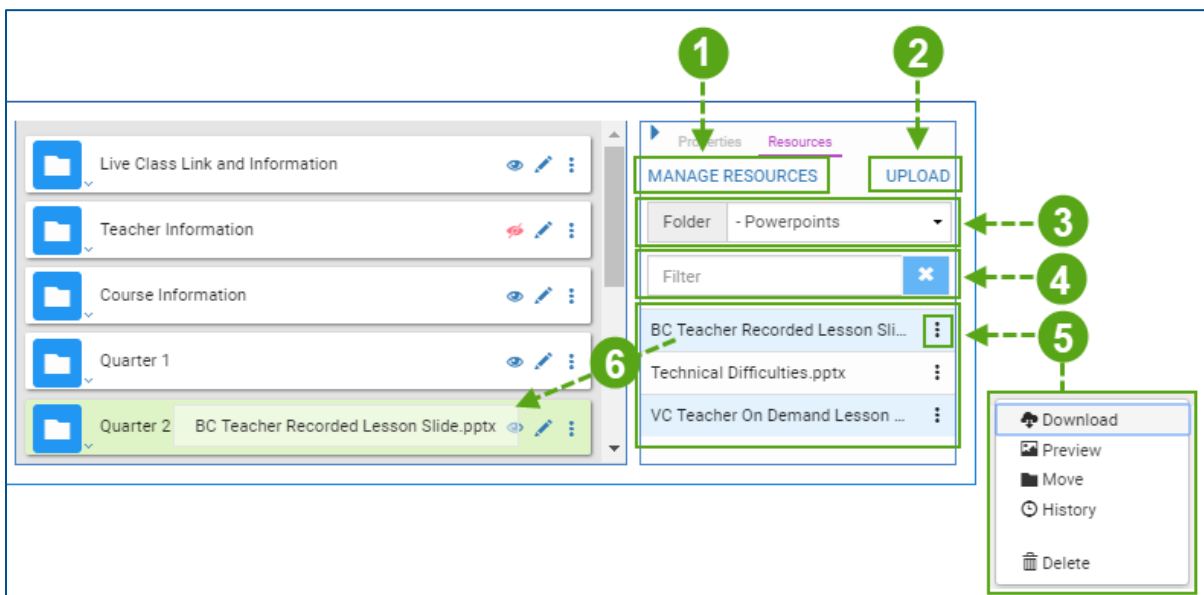
The *Properties* tab provides a quick view of an item's details.

1. Click on any item in the left or center panels to view a few key *Properties* in the right panel.
2. Click on the *Preview* button to view the item in the Activities page.
3. Click on the *3 dots* to open the side menu to: Edit, Preview, or Delete the item. If you delete an item from this panel, it is removed from the course.



The *Resources* tab is where you can manage the resources and files you utilize in your course content.

1. Click *MANAGE RESOURCES* to create new folders and organize your files.
2. *Upload Resources* to the folder selected in the Folder box.
3. Select a *Folder* from the drop down to view the files within it.
4. Search for a file using the *Filter* box.
5. Click on the *3 dots* icon to Download, Preview, Move, view an item's version History, or Delete it. If you delete an item from Resources, it removes the item from the course.
6. Drag/drop a file into a folder or activity in the center panel as needed.



## Item Types

When adding your own content to your course, you have several activity types you can choose from.

1. **Folder:** Used to organize your other course items.
2. **Project:** Used to add a folder to organize a Project. Further creation of the Project can be done in the Project Tab and additional activities can be added.
3. **Library:** Used to add content from the Digital Library.
4. **Project Wizard:** Used as a tool to set up Project details and gives you the ability to specify certain settings for group sets.
5. **IMS Package:** Import IMS packages or SCORM packages into your courses.
6. **Embed Code:** Used to add an activity using embedded code directly into the Syllabus.
7. **File Attachment:** Used to upload a file directly into the Syllabus from your computer.
8. **Google Drive Document:** You can use a Google Drive Document as an activity. This is not a gradable item, however, you can enable grading functions within the Gradebook Settings.
9. **Rich-Text Activity:** Used to build your own activity using the onboard formatting options.
10. **Website Link:** Used to add a website link directly into the Syllabus for your students to access. The URL must start with <http://>, not just [www](http://).
11. **YouTube video:** Used to add YouTube video URLs directly into the Syllabus. PA Cyber student laptops contain an internet filter that blocks YouTube access. **Do Not Use**
12. **Assessment:** Used to assess student mastery of the content provided. It requires students to start and finish the assessment in one sitting.
13. **Assignment:** Used as a dropbox where students can attach files and submit their work.
14. **Blog:** Used by teachers and students to create personal content based on the current subject.
15. **Custom Activity:** Used to link external websites and activities and can include SCORM content. This is a gradable item. **Do Not Use**
16. **Discussion:** Used to discuss specific subjects in an open form with the entire class.
17. **Journal:** Used by students to write personal journal entries according to the teacher's specifications.
18. **Peer Assessment:** These assessments give students the ability to evaluate their classmates work and their own. **Do Not Use**
19. **Practice Question (formerly Homework):** Gradable, question-based activities that you create. They are like assessments, but students can submit, review, and retake each question at a time.
20. **Survey:** A placeholder that contains a link to an external survey provider for students to access.
21. **Wiki:** Used by teachers to create a repository of course knowledge where students can add their own information and edit other entries.
22. **Comrie Model:** Creates a folder that contains a template for a Pre-Test activity, Modification folder, Lesson Plan folder, Advanced folder, and Post-test activity. Each can be customized as needed. **Do Not Use**
23. **Custom Folder:** Creates a folder that contains a template for Instructions, Vocabulary, and Test activities. Each can be customized as needed. **Do Not Use**
24. **Learn, Practice, Apply, Assess:** Creates a folder that contains folders for the sections Learn, Practice, and Apply. Within the Apply folder a Quiz activity is created and each of the activities and folders within this piece can be customized as needed. **Do Not Use**

### Add to '1960s America Section 5BC' ✕

**Built-in** Activity Templates

|                                                                                                    |                                                                                                           |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>1</b>  Folder  | <b>3</b>  Library        |
| <b>2</b>  Project | <b>4</b>  Project Wizard |
|                                                                                                    | <b>5</b>  IMS Package    |

---

|                                                                                                                  |                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>6</b>  </> Embed Code        | <b>12</b>  Assessment                              |
| <b>7</b>  File Attachment       | <b>13</b>  Assignment                              |
| <b>8</b>  Google Drive Document | <b>14</b>  Blog                                    |
| <b>9</b>  Rich-Text Activity    | <b>15</b>  Custom Activity                         |
| <b>10</b>  Website Link         | <b>16</b>  Discussion                              |
| <b>11</b>  YouTube Video        | <b>17</b>  Journal                                 |
|                                                                                                                  | <b>18</b>  Peer Assessment                         |
|                                                                                                                  | <b>19</b>  Practice Questions (formerly Homework) |
|                                                                                                                  | <b>20</b>  Survey                                |
|                                                                                                                  | <b>21</b>  Wiki                                  |

---

|                                                                                                               |                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>22</b>  ☆ Comrie Model  | <b>24</b>  ☆ Learn, Practice, Apply, Assess |
| <b>23</b>  ☆ Custom Folder |                                                                                                                                |

**CLOSE**

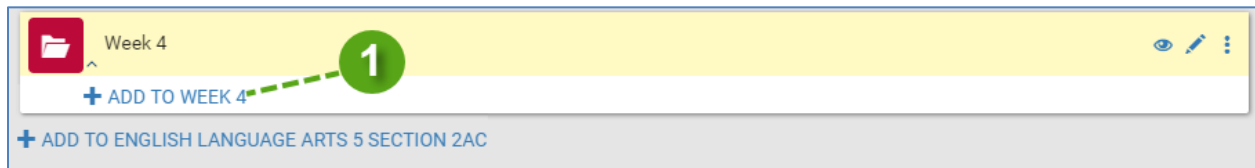


## Digital Library

The **Digital Library** gives teachers the ability to share resources from one course to another located inside of Buzz. It also gives teachers that teach the same course the ability to share items easily from within their Academy Pages. Below are the steps you will take to share items using the Digital Library.

### Adding a Library Item to a Course or Academy Page

1. From inside the course editor tool, find the folder where you want to add the content. From there click **+ Add to...**

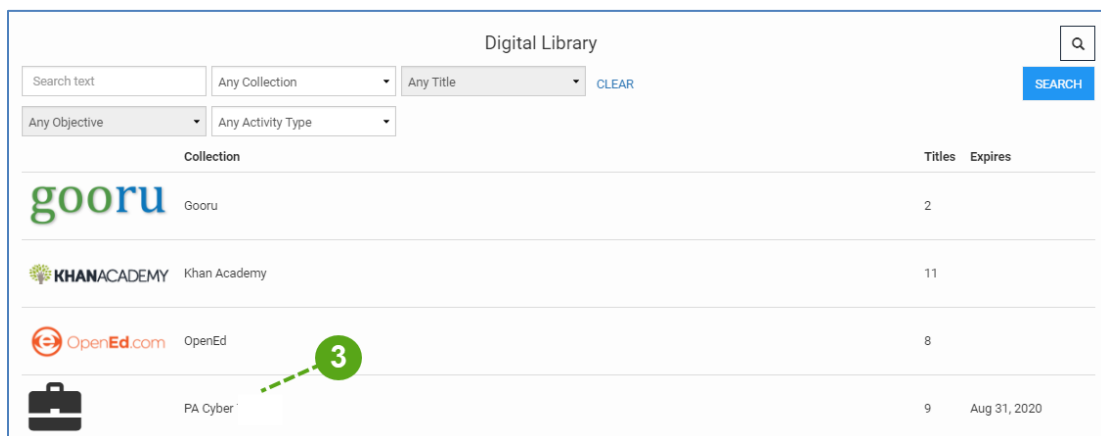


2. A pop-up menu will appear showing you all the different types of items that can be added to your course. To add an item from the Digital Library, click on **Library**.

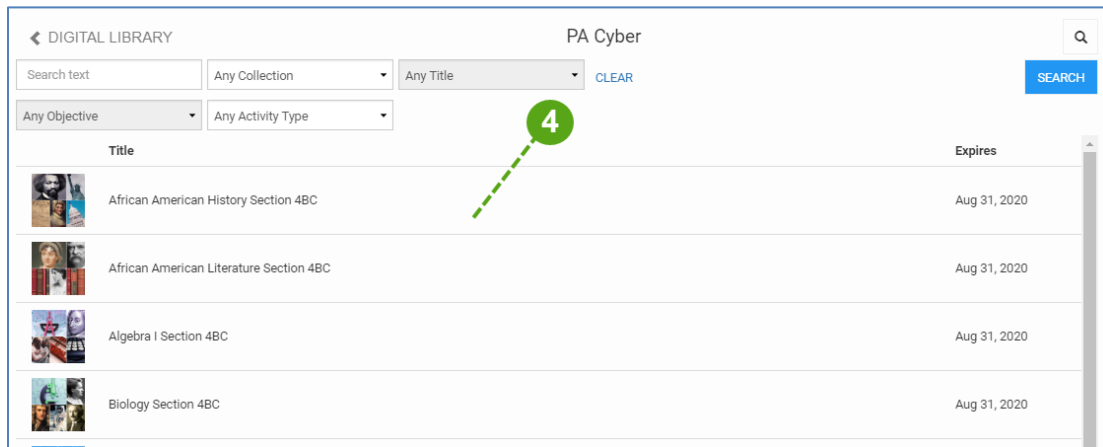


### Navigating the Library

3. Once you've enter the library click on **PA Cyber**.

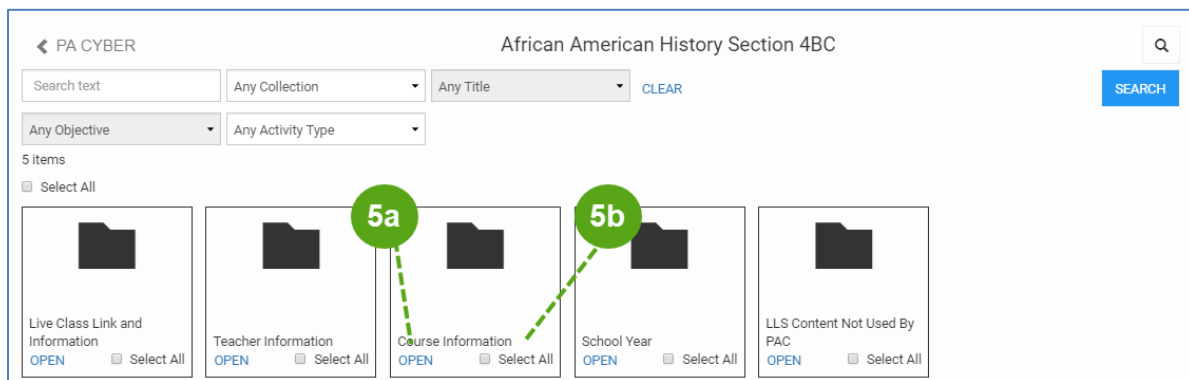


4. From the list shown, select the course you wish to pull your item from.



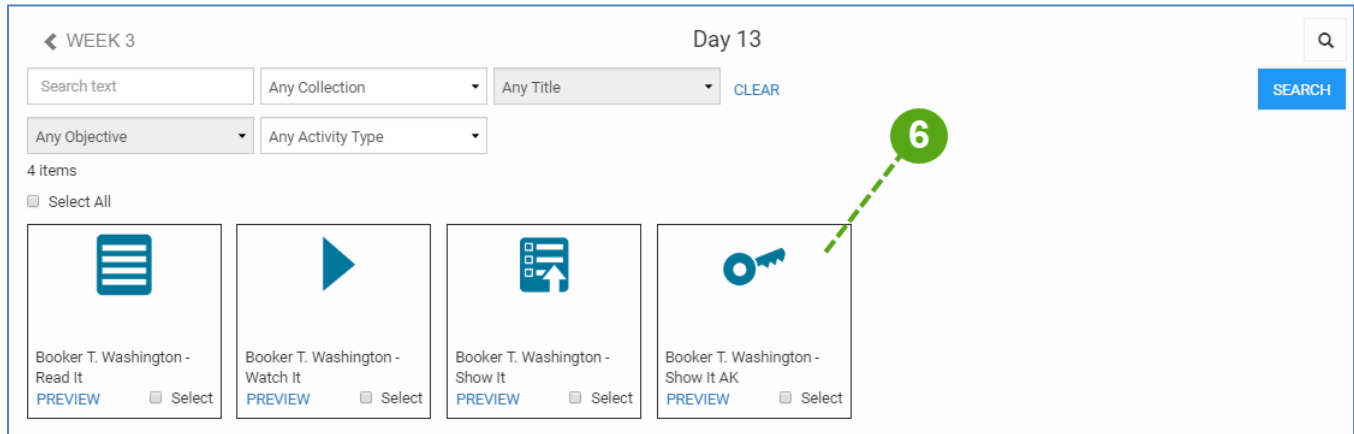
5. Once you have selected a course you will see a list of all the folders located in that particular course. From this screen you have two options.

- Open*: This will open that particular folder showing its contents.
- Select All*: This will select the folder and all its contents. This would be used if you wish to copy over an entire folder.



For this example, we will select *Open* as we will only be selecting a single item to be added to our course.

6. After we have found the item we wish to use, we can either *Preview* the item or put a check mark next to *Select*.







WEEK 3 Day 13

Search text Any Collection Any Title CLEAR

Any Objective Any Activity Type

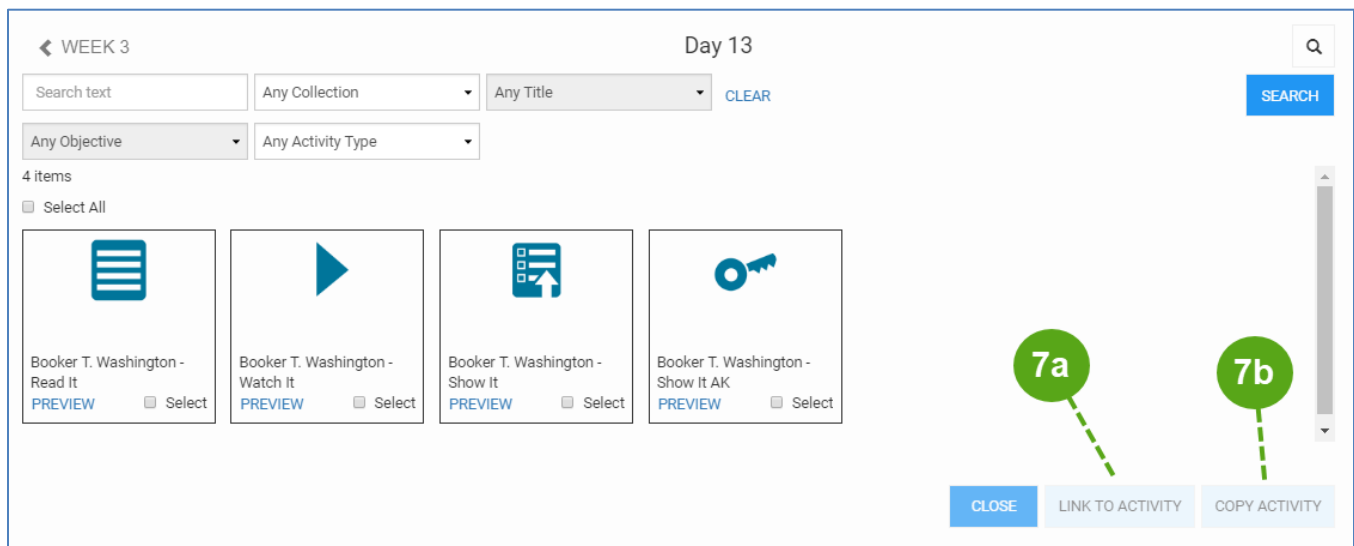
4 items

Select All

|                                                                                                                                                                        |                                                                                                                                                                         |                                                                                                                                                                        |                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Booker T. Washington - Read It</p> <p>PREVIEW <input type="checkbox"/> Select</p> |  <p>Booker T. Washington - Watch It</p> <p>PREVIEW <input type="checkbox"/> Select</p> |  <p>Booker T. Washington - Show It</p> <p>PREVIEW <input type="checkbox"/> Select</p> |  <p>Booker T. Washington - Show It AK</p> <p>PREVIEW <input type="checkbox"/> Select</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Once you have selected the item you want, there are two ways to add that content to your course.

- a. *Link to Activity*: Selecting this option will add a linked copy to your course. If any changes are made to the master copy (the item you copied from), the copied item will update to reflect those changes automatically. A link is a static copy that cannot be edited.
- b. *Copy Activity*: This will create a duplicate copy of the item in your course. This allows you to edit the copied version without effecting the original version. This is the more commonly used option.







WEEK 3 Day 13

Search text Any Collection Any Title CLEAR

Any Objective Any Activity Type

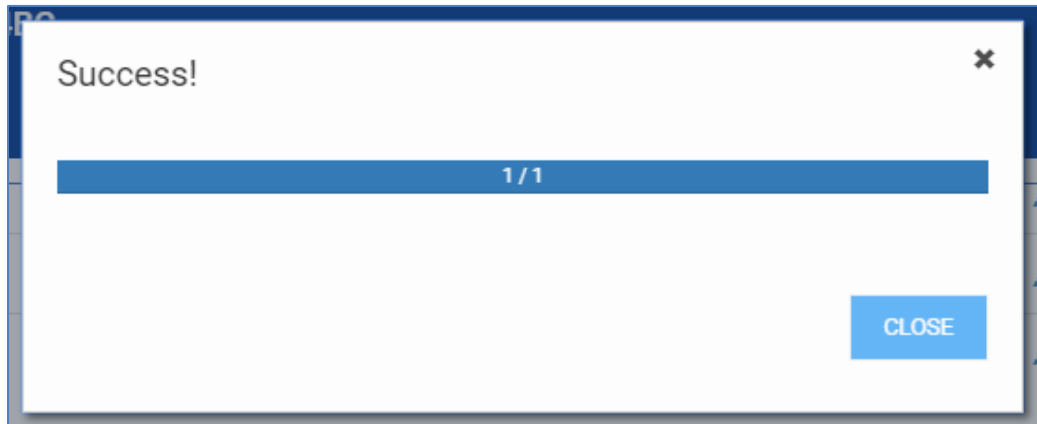
4 items

Select All

|                                                                                                                                                                          |                                                                                                                                                                           |                                                                                                                                                                          |                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Booker T. Washington - Read It</p> <p>PREVIEW <input type="checkbox"/> Select</p> |  <p>Booker T. Washington - Watch It</p> <p>PREVIEW <input type="checkbox"/> Select</p> |  <p>Booker T. Washington - Show It</p> <p>PREVIEW <input type="checkbox"/> Select</p> |  <p>Booker T. Washington - Show It AK</p> <p>PREVIEW <input type="checkbox"/> Select</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

CLOSE LINK TO ACTIVITY COPY ACTIVITY

7. After selecting either *Link to Activity* or *Copy Activity*, you will see a pop-up window showing that the item has successfully been added to your course.



## Assessment Editor

There are 4 possible tabs in the Assessment Editor

- The *Activity* tab – always present
- The *Settings* tab – always present
- The *Questions* tab – only appears for Assessments and Practice Questions
- The *History* tab – only appears once the item is saved and then changes are made.

The Toolbar remains fixed in all tabs. Here you can:

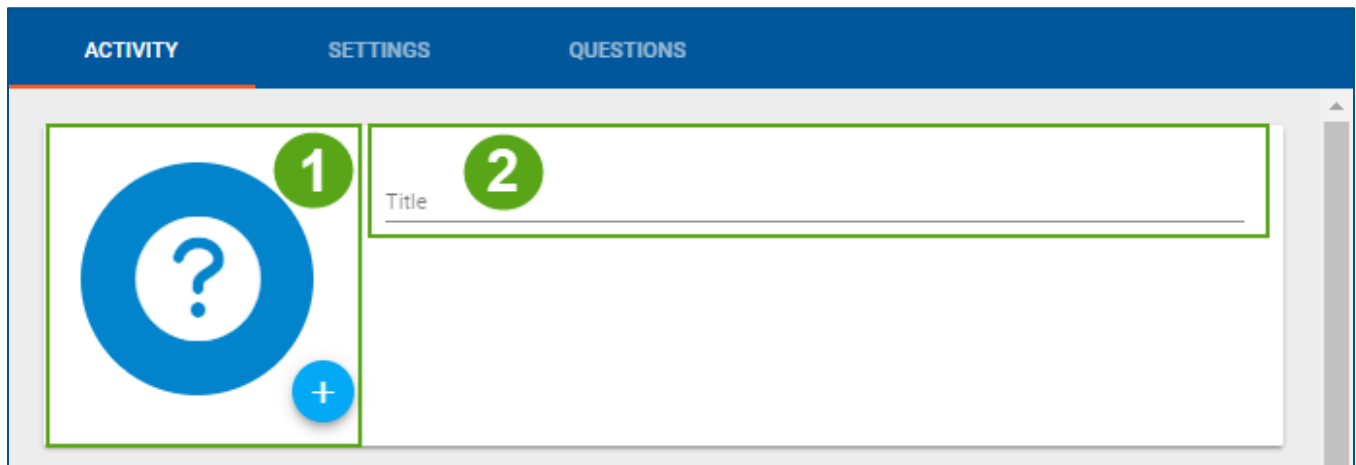
1. Use the *Filter by Groups* button when certain settings are needed for a special group already created.
2. *PREVIEW* the activity.
3. Click the *SAVE* button once all settings are complete.



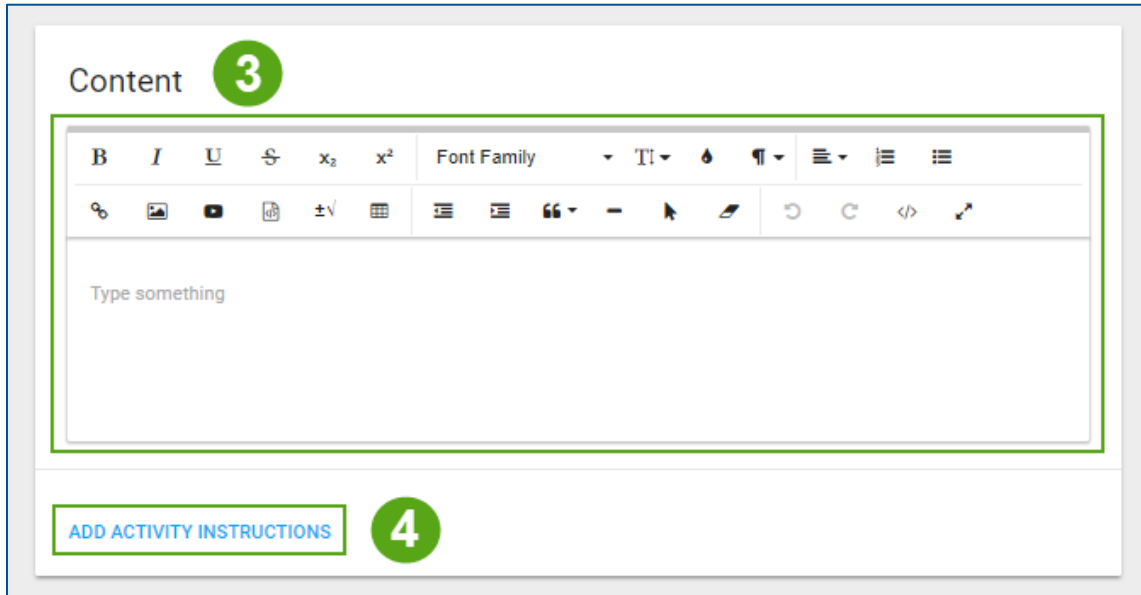
### Activity tab

In this tab you can:

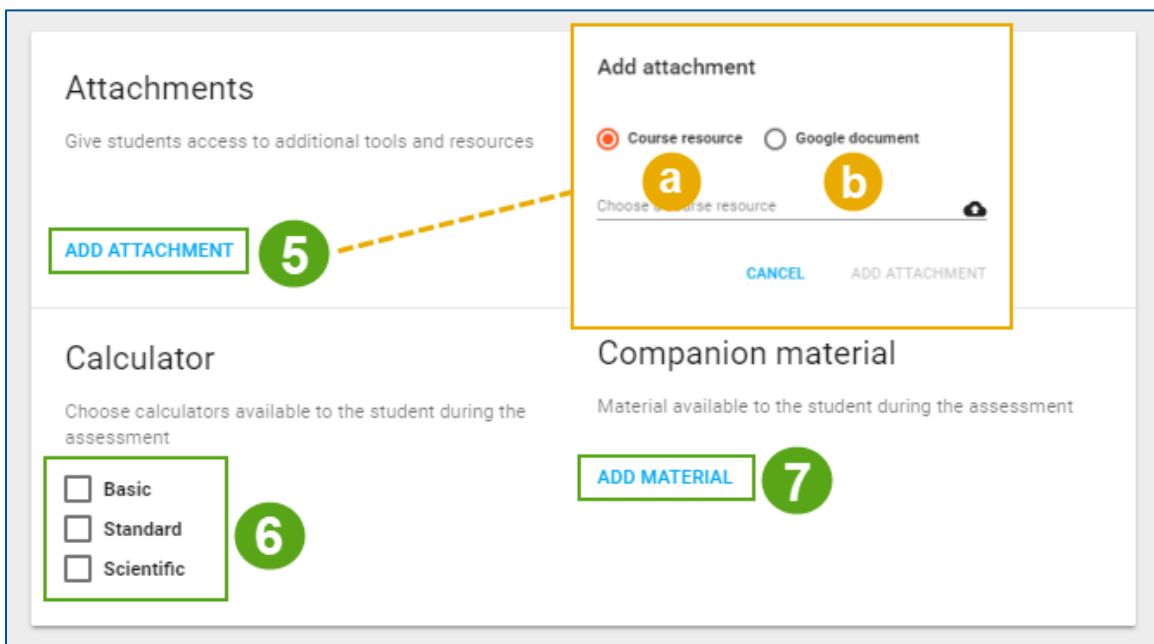
1. Click the plus sign to change the *Thumbnail* image that represents the activity.
  - *File type:* Use PNG files
  - *Image size:* 400px x 400px (Buzz auto resizes images, using a smaller image may reduce quality.)
2. *Title:* Give your assessment a *Title*.



3. **Content:** Use the rich text editor to add *Content* descriptions that will always appears at the top of the assessment.
4. **Add Activity Instructions:** Click this button to type instructions for the students to access via a pencil icon at the top of the assessment.



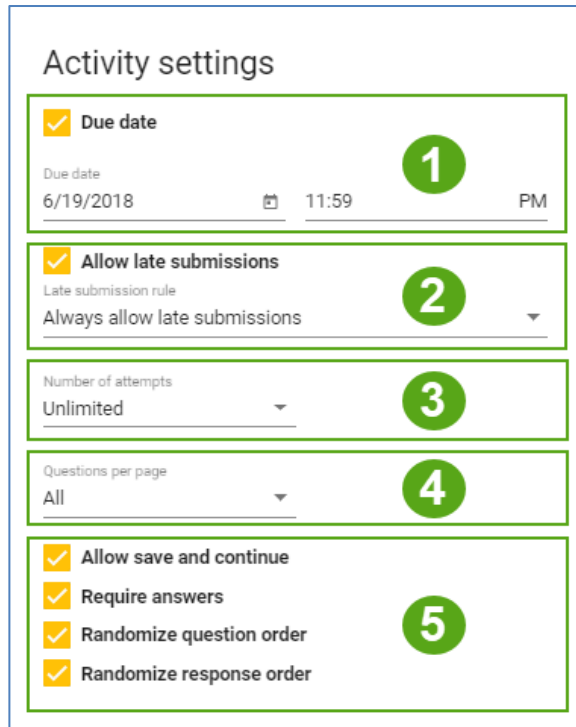
5. Click **Add Attachment** to add attachments for students to open and read prior to starting the assessment. Attachments can only be viewed by students prior to beginning the assessment.
  - a. **Course resource:** Browse and upload a file from your computer.
  - b. **Google document:** Browse your Google Drive for a file to upload.
6. Make a **Calculator** available to students during the assessment.
7. Add **Companion Materials** to be viewed by students throughout the assessment.



## Settings tab:

In this tab you can set up the Assessment to work the way you want it to for the students.

**Activity settings:** If you choose to set a due date (not available for BC or AC courses), you can specify:



**Activity settings**

**Due date**

Due date  
6/19/2018 11:59 PM

**Allow late submissions**

Late submission rule  
Always allow late submissions

Number of attempts  
Unlimited

Questions per page  
All

**Allow save and continue**

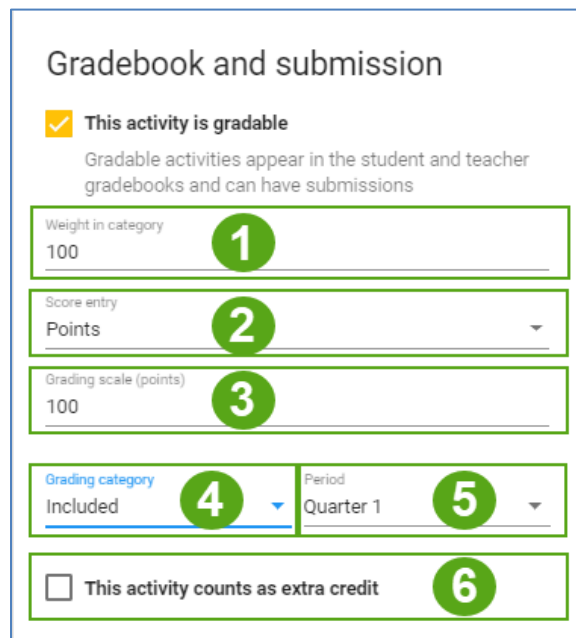
**Require answers**

**Randomize question order**

**Randomize response order**

1. The *Due date and time*.
2. If you want to *Allow late submissions*, and what the *Late rule* and *Grace period rules* are.
3. The *Number of attempts* you allow the student to complete the activity.
4. The number of *Questions per page* you want displayed to the student.
5. Additional options available:
  - *Allow save and continue*: Students can start the activity, save it, and return to it later. If not selected, students must finish and submit once they've started it.
  - *Require answers* before submitting. If not selected, students are notified they haven't answered all questions, but they will still be able to submit.
  - *Randomize question order*
  - *Randomize response order*

## Gradebook and submission:



**Gradebook and submission**

**This activity is gradable**

Gradable activities appear in the student and teacher gradebooks and can have submissions

Weight in category  
100

Score entry  
Points

Grading scale (points)  
100

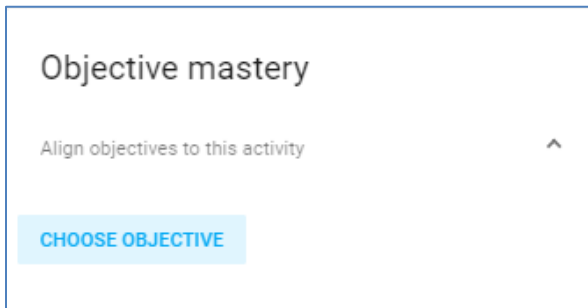
Grading category  
Included

Period  
Quarter 1

**This activity counts as extra credit**

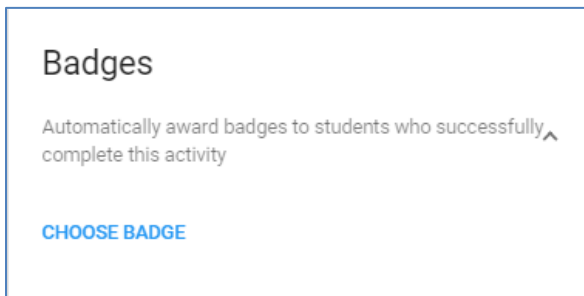
1. **Weight in category**: This field **MUST** match the number in the Grading scale (points) field.
2. **Score entry**: This field **MUST** be set to Points.
3. **Grading scale (points)**: The amount of points the activity is worth. This field **MUST** match the Weight in category field.
4. **Grading Category**: This field should be set to Included.
5. **Period**: Auto-populates according to the location where the assessments was added in the syllabus.
6. **Extra credit option**: Check this option is you want this item to be counted as extra credit towards their final grade.

## Objective Mastery:



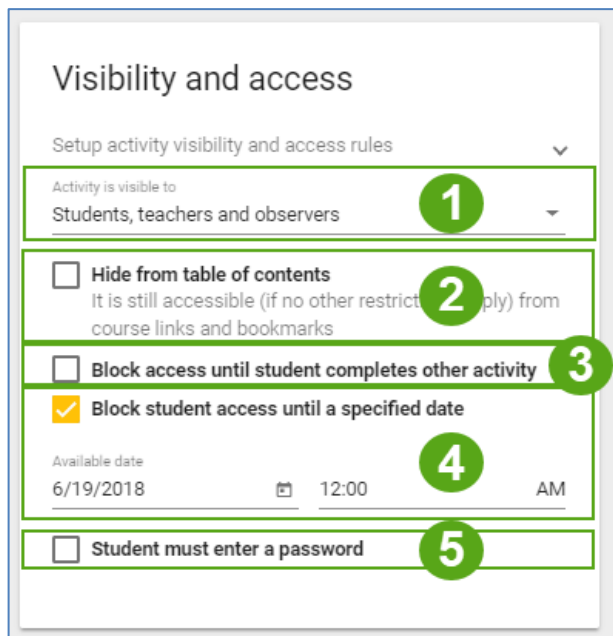
Click *Choose objective* to align the item with one or more objectives.

## Badges:



Select a badge from the dropdown list of available badges for the student to receive once submitted.

## Visibility and access:



1. **Activity is visible to:** (Who can access the item in the Activities page)

- Students, teachers, and observers
- Teachers and observers
- Teachers only (students cannot access the item, but they will see that it exists in the Activities Page unless hidden from table of contents)

2. **Hide from table of contents:** Item will not be visible in the Syllabus view or To-do list box.

3. **Block access until student completes other activity:** Click Choose Activity to select what the student must complete before they will be allowed to access this item.

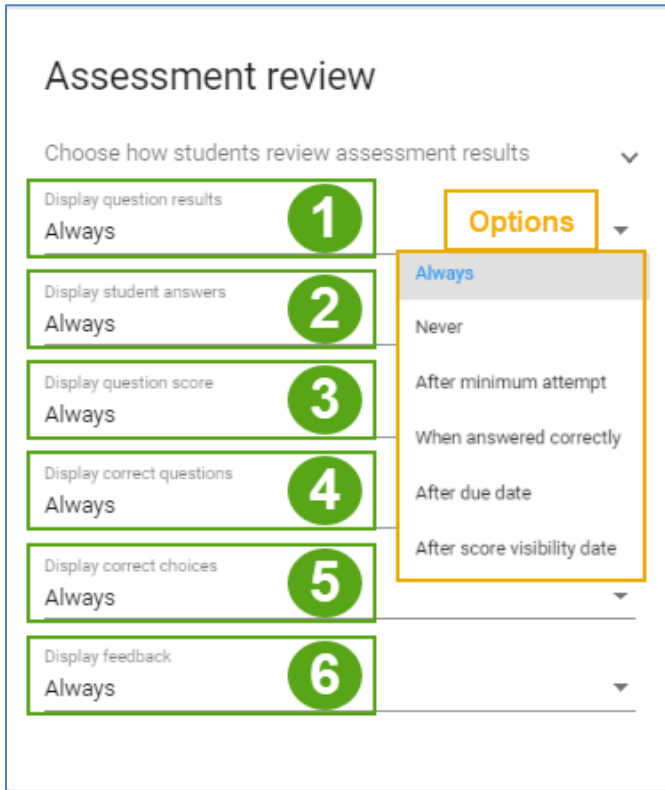
4. **Block student access until a specified date:** Check the box and enter the desired date and time.

5. **Student must enter a password:** If selected, enter the desired Password in the box. Students must enter this password only once to access the activity. This is different from assessment-specific passwords.



## Assessment Review:

This card allows you to control when the following information is released to a student:



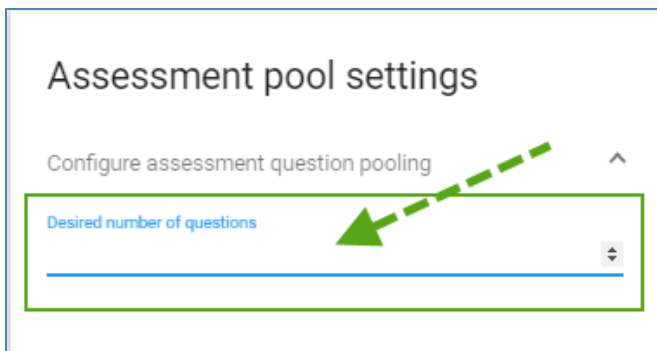
**Assessment review**

Choose how students review assessment results

|                           |        |   |                                                                                                                                        |
|---------------------------|--------|---|----------------------------------------------------------------------------------------------------------------------------------------|
| Display question results  | Always | 1 | <b>Options</b><br>Always<br>Never<br>After minimum attempt<br>When answered correctly<br>After due date<br>After score visibility date |
| Display student answers   | Always | 2 |                                                                                                                                        |
| Display question score    | Always | 3 |                                                                                                                                        |
| Display correct questions | Always | 4 |                                                                                                                                        |
| Display correct choices   | Always | 5 |                                                                                                                                        |
| Display feedback          | Always | 6 |                                                                                                                                        |

1. **Question results:** Displays test score and questions.
2. **Student answers:** Displays student's answers.
3. **Question score:** Displays individual question score.
4. **Correct questions:** Displays red x's and green checks on individual questions.
5. **Correct choices:** Displays correct answers. \*Needs all the above to be viewable.
6. **Feedback:** Displays feedback text. \*Global settings supersede individual question settings.

## Assessment pool settings:



**Assessment pool settings**

Configure assessment question pooling

Desired number of questions

An assessment pool is a collection of questions that are created/imported into the Questions tab. Click inside the *Desired number of questions* box to set how many questions you want randomly drawn from the questions pool.

## Advanced assessment options:

### Advanced assessment options

Define advanced assessment options ^

Time limit in minutes 1  
 10

Default question score 2  
 1

Attempt minimum 3  
 1

Allow printing  
 Hide question "Back" button  
 Start assessment automatically  
 Show highlighter 4  
 Show answer eliminator  
 Allow student notes  
 Allow students to bookmark and review questions  
 Formative assessment  
 Include formative in final grade and show score to students  
 Remediation assessment

Password 5

Scored attempt 6  
 Last

Exam template 7

1. You can set a *Time limit in minutes* for students to take the assessment.
2. Set a *Default question score*. If a score is not set for a question in the Questions tab, this score will be applied. \*The Questions tab settings supersede this setting.
3. Set the *Attempt minimum* to adjust how many times you require the student to complete the exam.
4. Check additional options available for assessment configuration:
  - *Allow Printing*: Once opened, the student locks in their version of the exam.
  - *Hide question "Back" button*: If selected, the students will not be able to return to previous questions.
  - *Start assessment automatically*: Jumps the student directly into answering questions. If unchecked, any directions or information will be displayed along with a Start button.
  - *Show Highlighter*: Allows students to highlight text while taking the exam.
  - *Show answer eliminator*: Allows students to eliminate multiple choice options.
  - *Allow student notes*: Allows students to record notes about a question.
  - *Allow students to bookmark and review questions*: Allows students to review and filter questions by ones they've answered or unanswered, and those they've recorded notes.
  - *Formative assessment*: If selected, indicate whether you want to *Include it in the final grade and show score to students*.
  - Make it a *Remediation assessment*.
5. Set a *Password* if you want to require the students to enter it every time they start, continue, or retake the assessment.
6. Select which *Scored attempt* you want to record. The options are: Last, First, Highest, or Average.
7. Upload or select and *Exam template*.

## Advanced gradebook options:

### Advanced gradebook options

Define advanced gradebook options 1

**Hide returned scores until a certain date**

Returned scores will not be shown to students until the specified date

Score visibility date  
 6/19/2018 12:00 AM

Passing score (%) 2

**Score can be dropped from calculated course score**

**Include this activity's score in final-grade calculation**

**Require a passing score for course credit** 3

**Treat as zero in gradebook until this activity is scored**

1. You can *Hide returned scores until a certain date*. If you select this option, set a *Score visibility date* and time.
2. Set a minimum *Passing score (%)*. You do not need to place a number in this box.
3. Choose from additional score options available:
  - *Score can be dropped from calculated course score*. (unavailable if Extra Credit)
  - *Include this activity's score in final-grade calculation*: Must be checked in order to be calculated in the student's final grade.
  - *Require a passing score for course credit*: Do not use this setting.
  - *Treat as zero in gradebook until this activity is scored*: If checked, this item will appear and calculate as a zero in the student's gradebook until they complete the assignment. (unavailable if Extra Credit)

## Advanced Activity options:

### Advanced activity options

Define advanced options 1

Mark as complete when the student  
Submits this activity

**Student must complete this activity before continuing to the next one** 2

Location 3

American Explorations Section 2VC

Activity ID 4

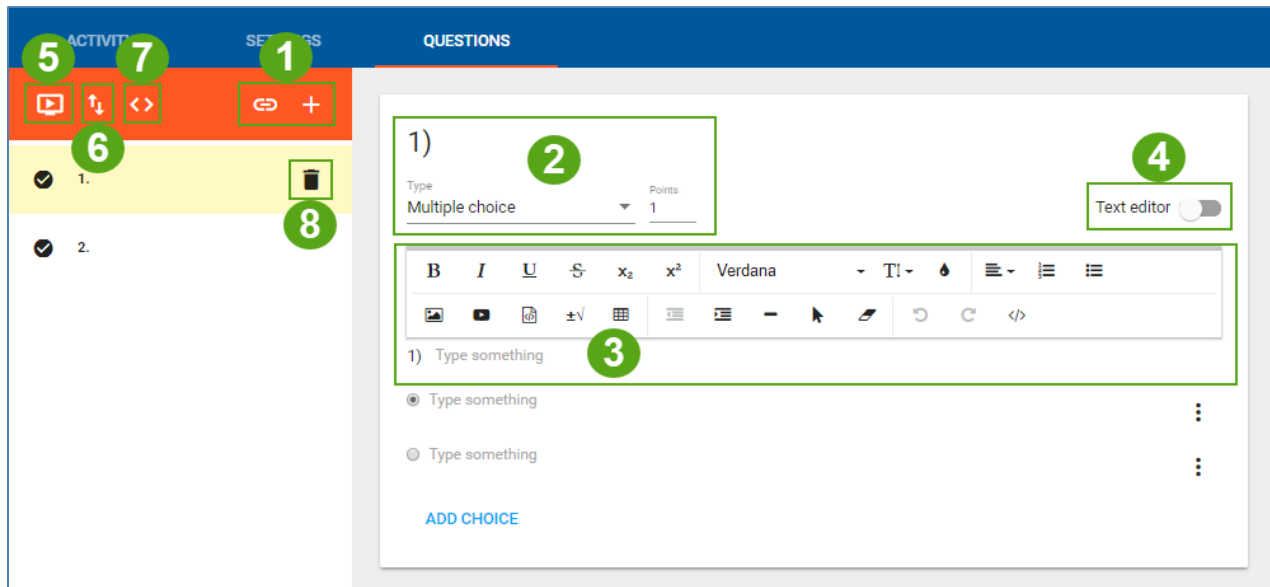
8eb63caa0f424254804bfca4fc3ff108

1. Set the activity to *Mark as completed when the student*:
  - Views the activity for a specified time
  - Submits this activity
  - Receives any score
  - Receives a passing score
2. You can determine if the *Student must complete this activity before continuing to the next one*.
3. Change the folder *Location* for the assessment using the dropdown.
4. Change the *Activity ID* for the assessment. **Do NOT Edit this field.**

## Questions tab

### Question Editor:

1. Click the *Link to existing question* icon to add existing questions/question banks or click the *Create new question* icon (plus sign) to build your question pool from scratch.
2. Select the question *Type* from the dropdown menu and assign *Points* for each question.
3. Click inside the question *text box* to type your question. The rich text editor will open above with formatting options.
4. View the question in either the *Visual* or *Text* editor. The text editor replaces the advanced editor in Buzz.
5. Preview questions.
6. Reorder questions.
7. Click on the Edit all questions button to edit them in the Text Editor.
8. Delete questions.



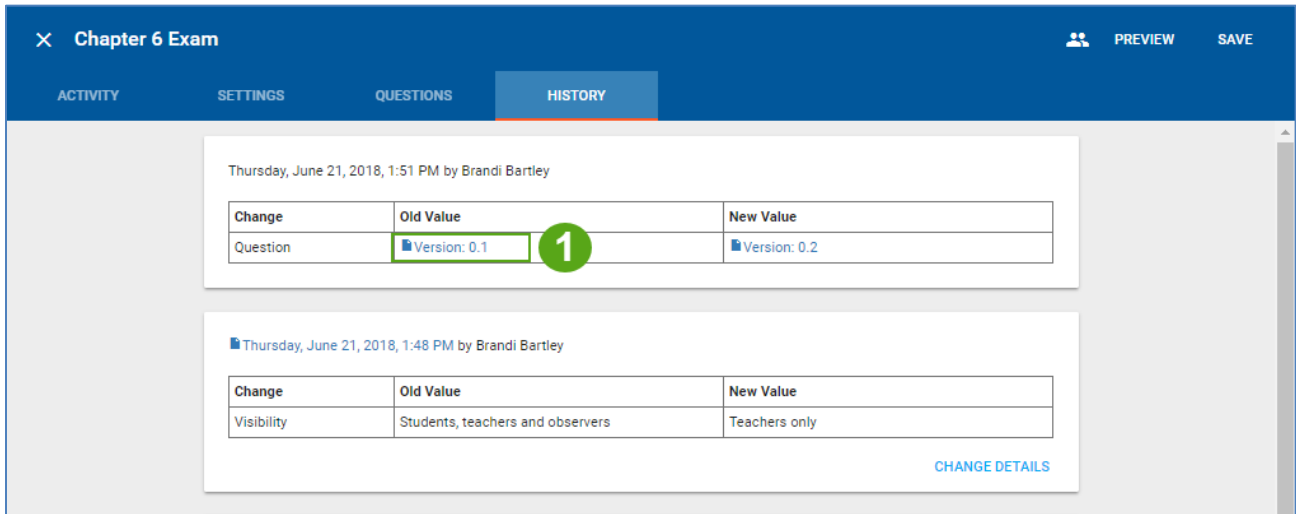
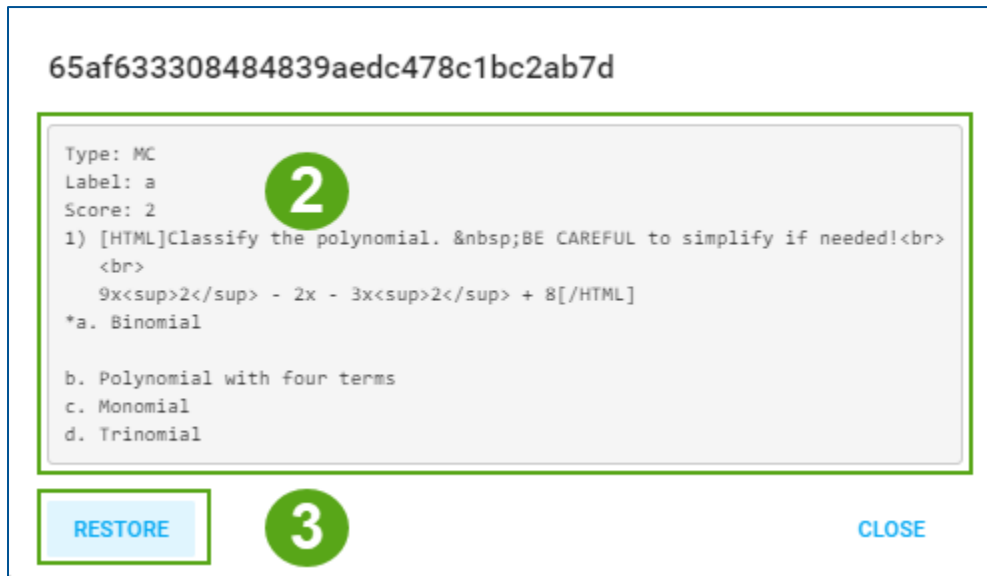
### Question Types:

| Question Type     | Description                                                                                                                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essay             | Ask students to answer with an Essay.                                                                                                                                                                          |
| Fill in the blank | As students to provide a word or phrase to complete a statement. You can provide multiple correct answers to account for possible variations and feedback.                                                     |
| Matching          | As students to match items correctly.                                                                                                                                                                          |
| Multiple Answer   | From a list of possible answers, ask students to identify all that are correct.                                                                                                                                |
| Multiple Choice   | From a list of possible answers, ask students to identify one correct answer.                                                                                                                                  |
| Ordering          | Ask students to put items in the correct order.                                                                                                                                                                |
| Passage           | Provide a passage of text and ask students to refer to it to answer other questions in the assessment. You can provide a single passage for the entire activity and/or assign a passage to specific questions. |

## History tab

This tab shows a record of all changes made to the assessment and allows you to retrieve previous versions of the questions, content, and rubrics by:

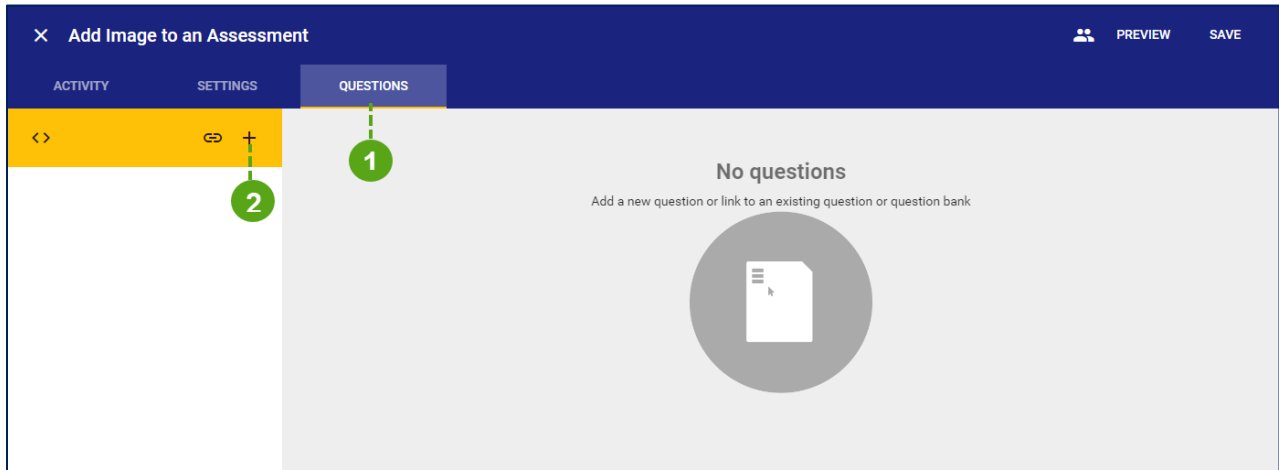
1. Click the version you wish to review.
2. Preview the content.
3. Then click the *Restore* button. If restored, a new entry will be logged in the History.

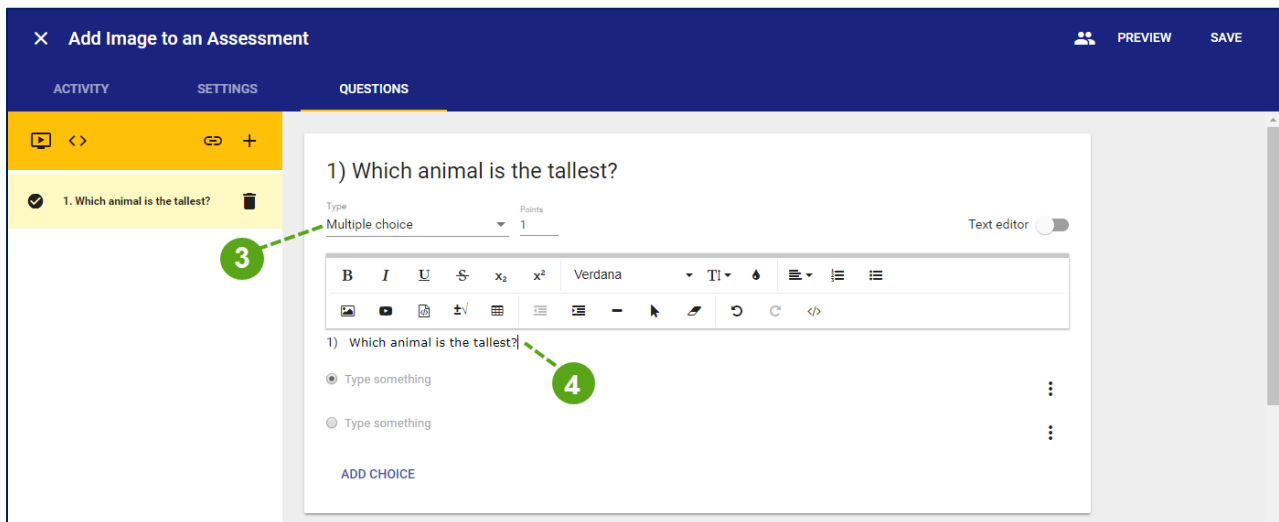
## Adding an Image to a Multiple Choice and True | False Question

### Multiple Choice

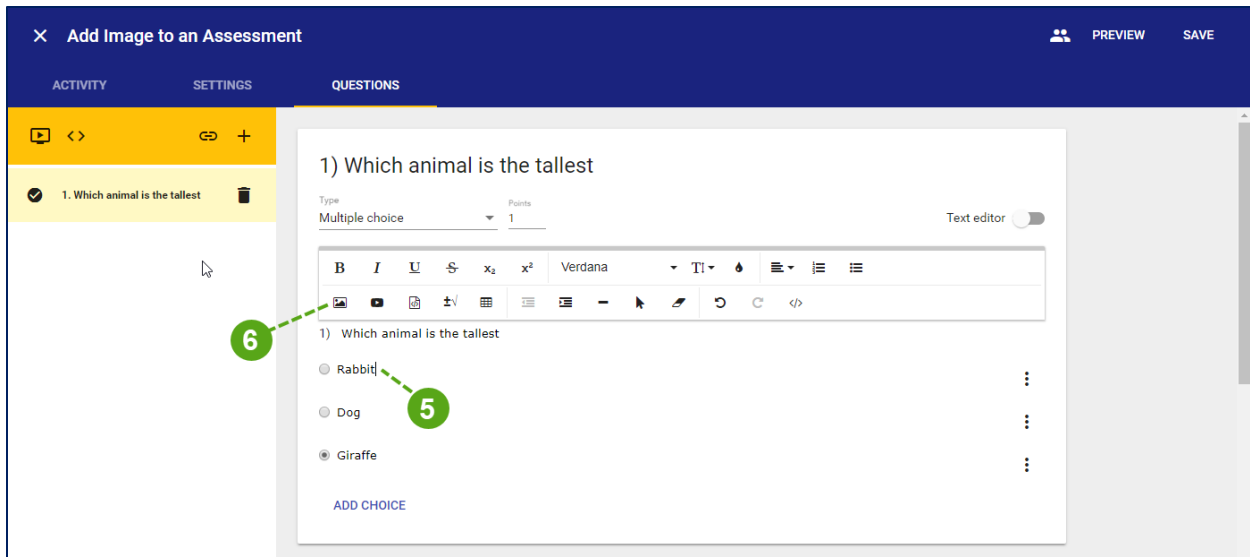
1. Click on the questions tab from the within the assessment.
2. Click the plus sign to add a new question.



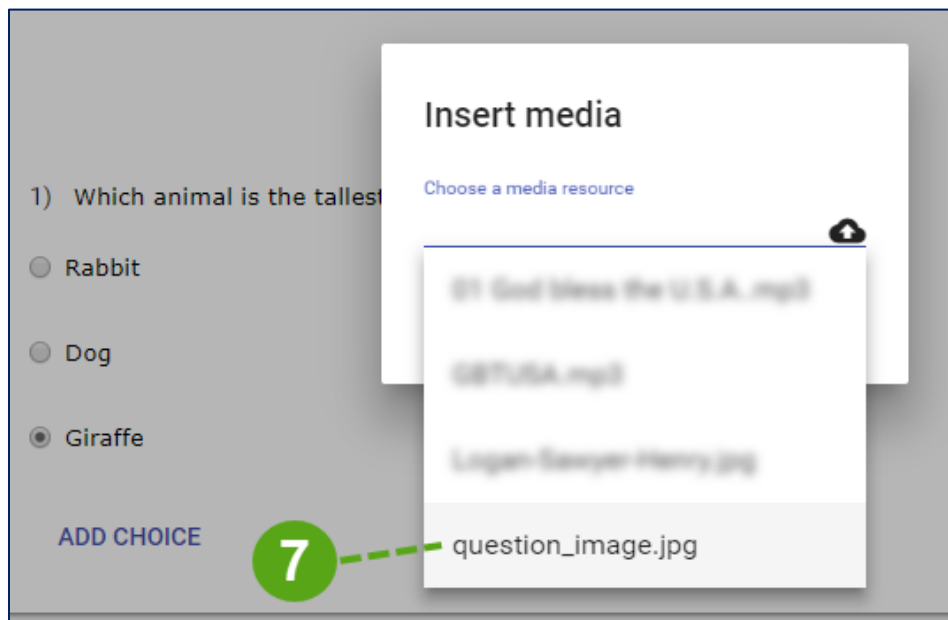
3. Make sure that *Multiple Choice* is selected from the drop down menu.
4. Type the *question*. Once you enter the question, press *enter* to type your answers.



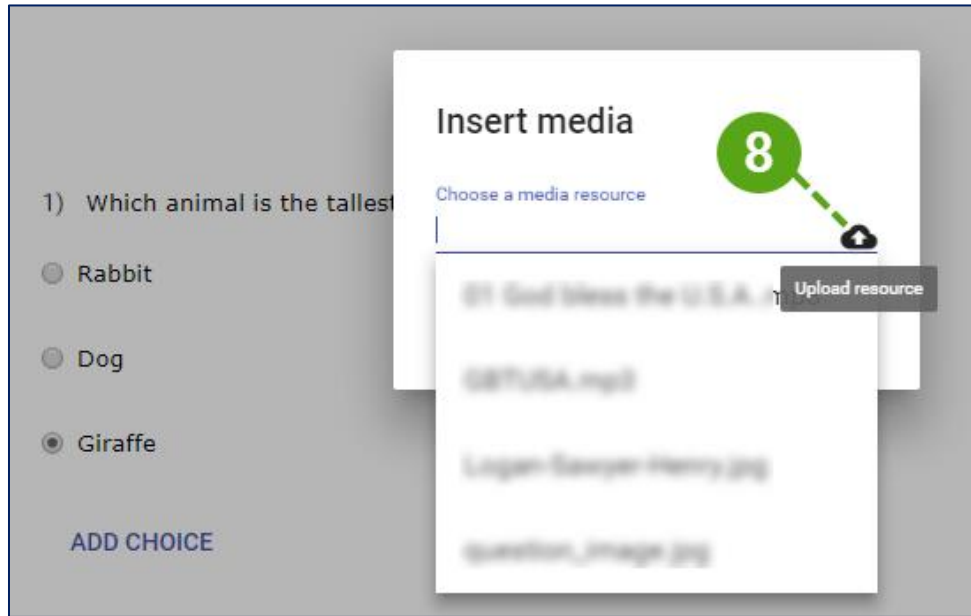
5. After you've added all of your questions, click on an answer to select it.
6. After you have selected an answer, click on the *Media* button.



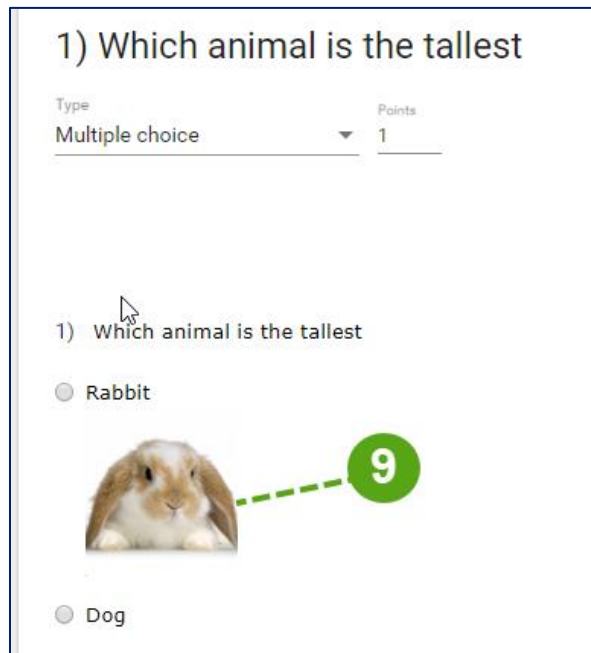
7. You can select the image that you wish to add by either clicking on the *Name* of the image...



8. Or click the cloud to upload a new resource.



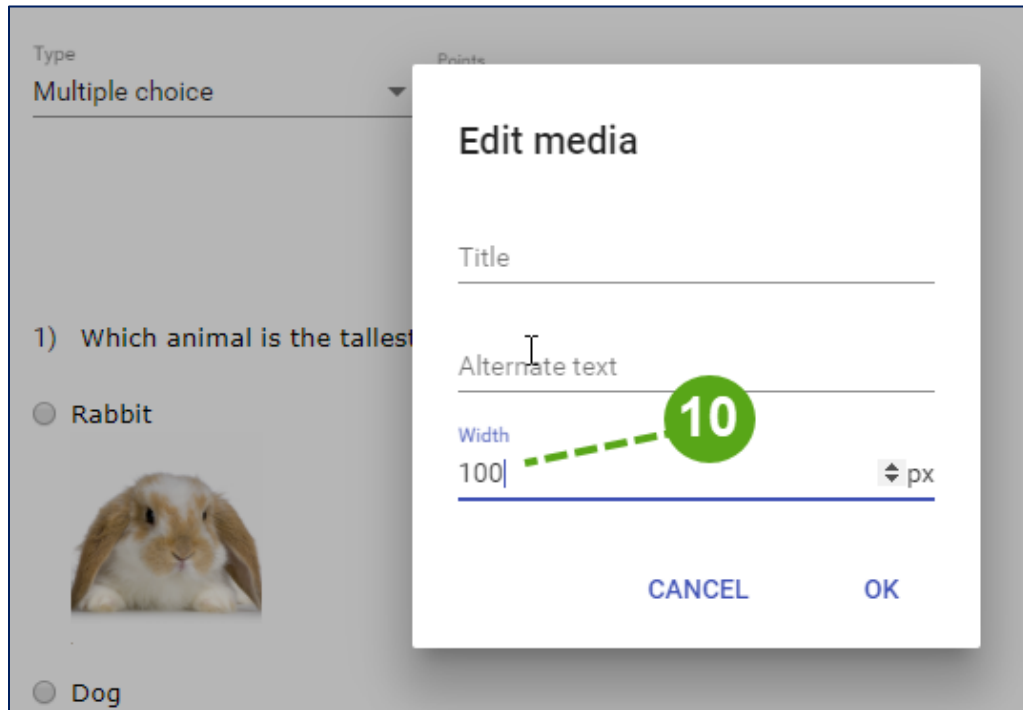
9. After you have added an image, click on it to adjust its properties.





10. Here you can add a title, allow for alternate text or change the width of the image.

**Note:** Image width is measured in pixels (96 pixels = 1 inch)



When finished, click *OK*.

## Assignment Editor

There are 3 possible tabs in the Assignment Editor

- The *Activity* tab – always present
- The *Settings* tab – always present
- The *History* tab – only appears once the item is saved and then changes are made.

The Toolbar remains fixed in all tabs. Here you can:

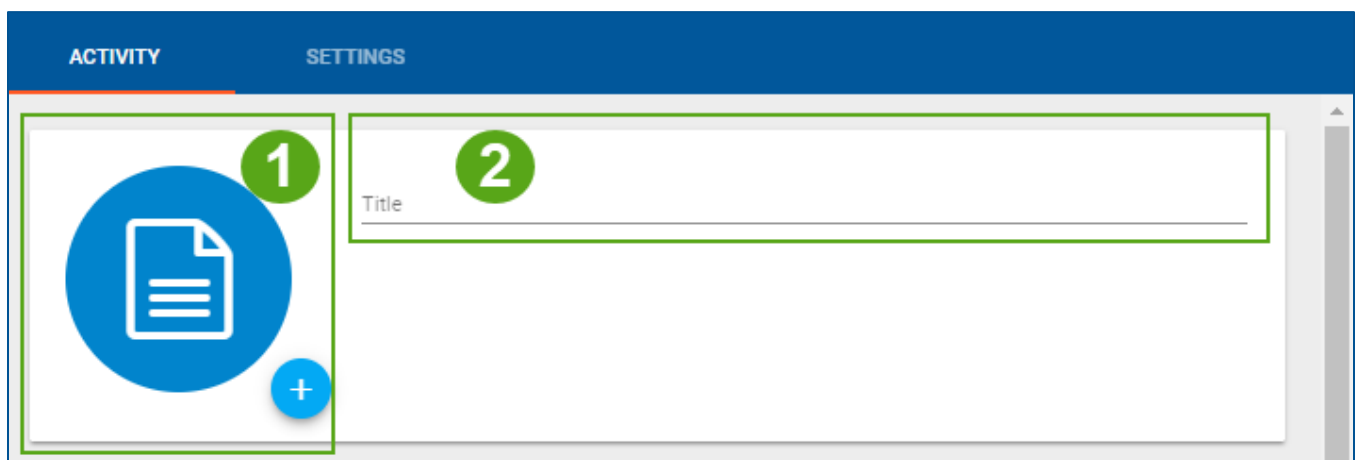
1. Use the *Filter by Groups* button when certain settings are needed for a special group already created.
2. *PREVIEW* the activity.
3. Click the *SAVE* button once all settings are complete.



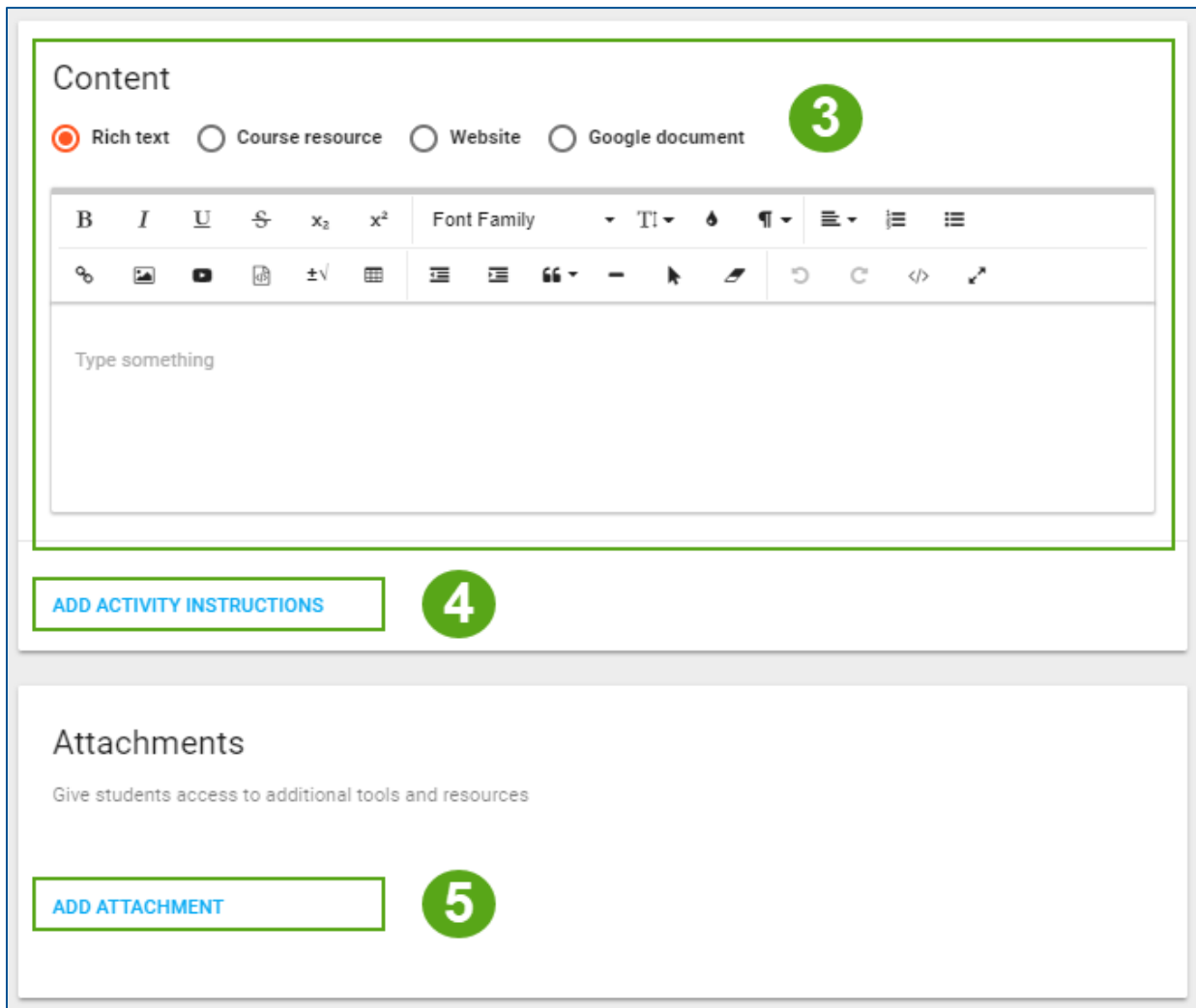
### Activity tab

In this tab you can:

1. Click the plus sign to change the *Thumbnail* image that represents the activity.
  - *File type:* Use PNG files
  - *Image size:* 400px x 400px (Buzz auto resizes images, using a smaller image may reduce quality.)
2. *Title:* Give your assignment a *Title*.



3. **Content:** Create descriptive Content that appears at the top of the activity. Select one of the following types:
  - Use the Rich text editor to create it from scratch.
  - Attach a Course resource.
  - Link to a Website. This requires additional information and settings.
  - Link to a Google document.
  
4. **Add Activity Instructions:** Click this button to type instructions for the students to access via a pencil icon at the top of the assignment.
  
5. Click **Add Attachment** to add attachments for students to open and read prior to starting the assessment. Attachments can only be viewed by students prior to beginning the assessment.
  - a. **Course resource:** Browse and upload a file from your computer.
  - b. **Google document:** Browse your Google Drive for a file to upload.

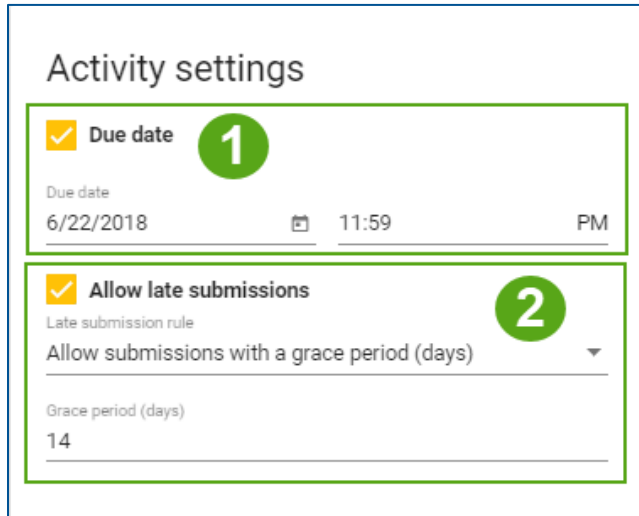


## Settings tab:

In this tab you can set up the Assignment to work the way you want it to for the students.

### Activity settings:

If you choose to set a due date (not available for BC or AC courses), you can specify:



**Activity settings**

**Due date** **1**

Due date  
 6/22/2018 11:59 PM

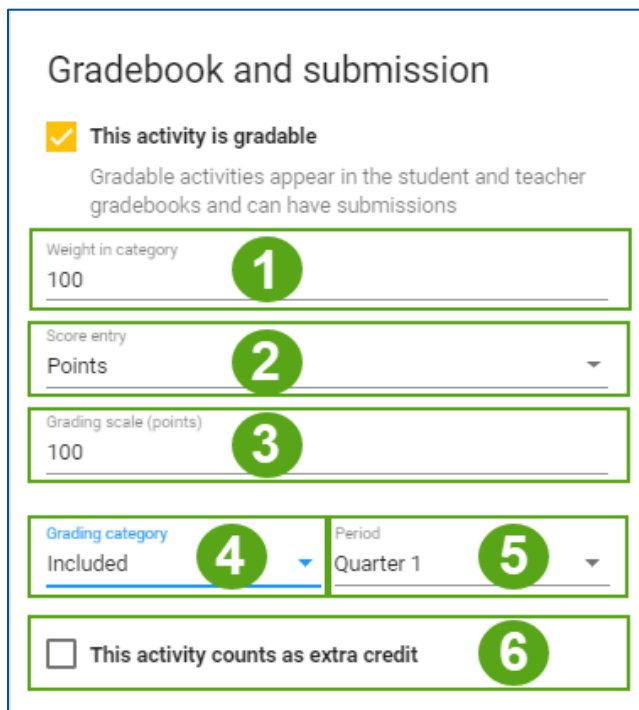
**Allow late submissions** **2**

Late submission rule  
 Allow submissions with a grace period (days) ▼

Grace period (days)  
 14

1. The *Due date and time*.
2. If you want to *Allow late submissions*, and what the *Late rule* and *Grace period rules* are.

## Gradebook and Submission:



**Gradebook and submission**

**This activity is gradable**

Gradable activities appear in the student and teacher gradebooks and can have submissions

Weight in category **1**  
 100

Score entry **2**  
 Points ▼

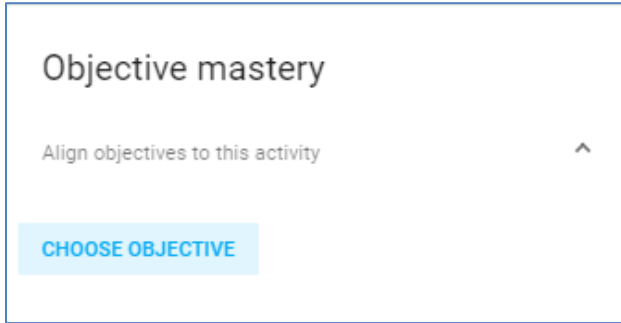
Grading scale (points) **3**  
 100

Grading category **4** ▼ Period **5** ▼  
 Included Quarter 1

**This activity counts as extra credit** **6**

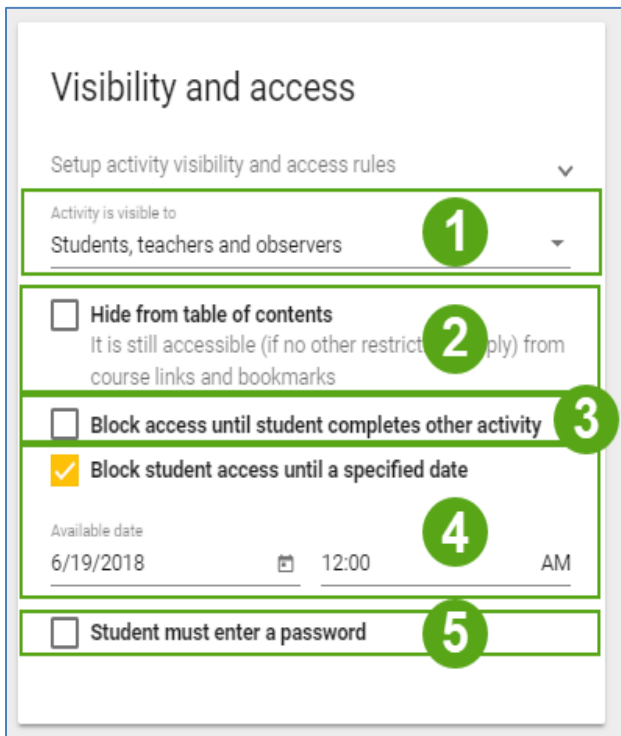
1. **Submission Types:** To add a dropbox to the activity click the dropdown arrow and select Multiple documents.
2. **Weight in category:** This field **MUST** match the number in the Grading scale (points) field.
3. **Score entry:** This field **MUST** be set to Points.
4. **Grading scale (points):** The amount of points the activity is worth. This field **MUST** match the Weight in category field.
5. **Grading Category:** This field should be set to Included. The Period field will auto-populate according to the syllabus location where you added the activity. Changing this field does **NOT** move the item within the syllabus. It will change the quarter where the item appears and is applied in the Gradebook.
6. **Extra credit option:** Check this option is you want this item to be counted as extra credit towards their final grade.

## Objective Mastery:



Click *Choose objective* to align the item with one or more objectives.

## Visibility and access:



1. **Activity is visible to:** (Who can access the item in the Activities page)

- Students, teachers, and observers
- Teachers and observers
- Teachers only (students cannot access the item, but they will see that it exists in the Activities Page unless hidden from table of contents)

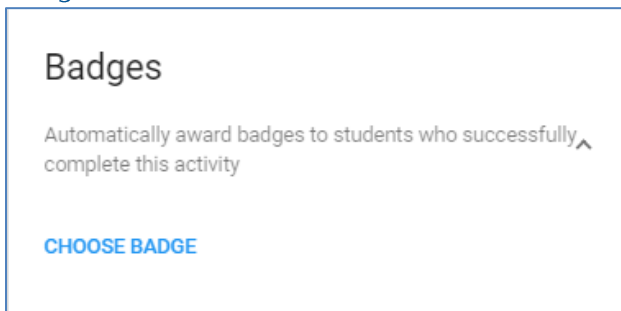
2. **Hide from table of contents:** Item will not be visible in the Syllabus view or To-do list box.

3. **Block access until student completes other activity:** Click *Choose Activity* to select what the student must complete before they will be allowed to access this item.

4. **Block student access until a specified date:** Check the box and enter the desired date and time.

5. **Student must enter a password:** If selected, enter the desired Password in the box. Students must enter this password only once to access the activity. This is different from assessment-specific passwords.

## Badges:



Select a badge from the dropdown list of available badges for the student to receive once submitted.

## Advanced gradebook options:

### Advanced gradebook options

Define advanced gradebook options 1

**Hide returned scores until a certain date**

Returned scores will not be shown to students until the specified date

Score visibility date  
 6/19/2018 12:00 AM

Passing score (%) 2

**Score can be dropped from calculated course score**

**Include this activity's score in final-grade calculation**

**Require a passing score for course credit** 3

**Treat as zero in gradebook until this activity is scored**

1. You can *Hide returned scores until a certain date*. If you select this option, set a *Score visibility date* and time. (Not available for BC or AC courses)
2. Set a minimum *Passing score (%)*. You do not need to place a number in this box.
3. Choose from additional score options available:
  - *Score can be dropped from calculated course score*. (unavailable if Extra Credit)
  - *Include this activity's score in final-grade calculation*: Must be checked in order to be calculated in the student's final grade.
  - *Require a passing score for course credit*: Do not use this setting.
  - *Treat as zero in gradebook until this activity is scored*: If checked, this item will appear and calculate as a zero in the student's gradebook until they complete the assignment. (unavailable if Extra Credit)

## Advanced Activity options:

### Advanced activity options

Define advanced options 1

Mark as complete when the student  
Submits this activity

**Student must complete this activity before continuing to the next one** 2

Location 3

American Explorations Section 2VC

Activity ID 4

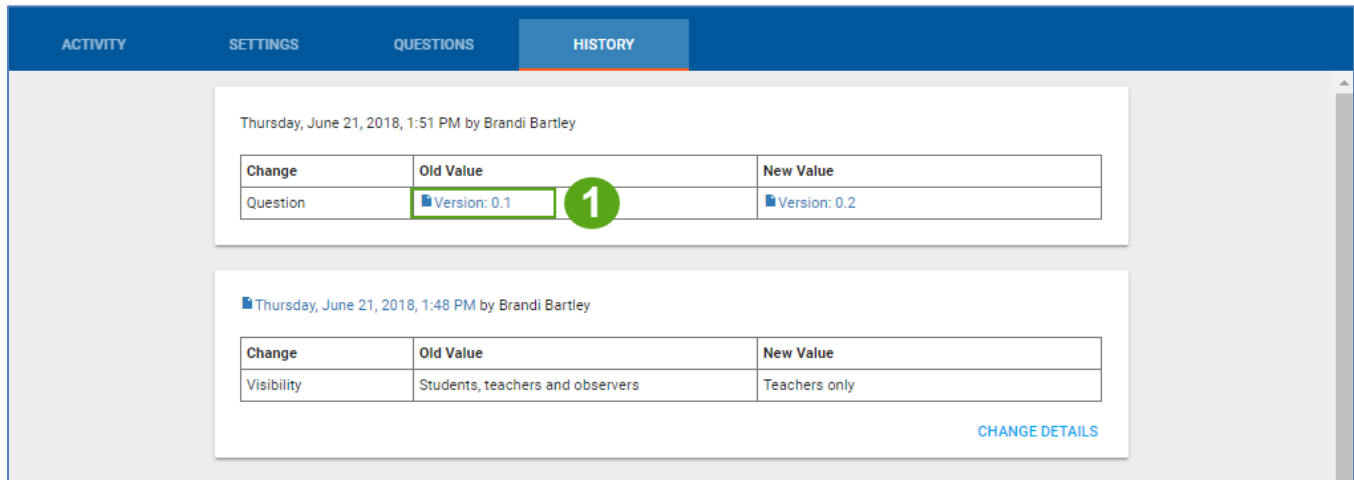
8eb63caa0f424254804bfca4fc3ff108

1. Set the activity to *Mark as completed when the student*:
  - Views the activity for a specified time
  - Submits this activity
  - Receives any score
  - Receives a passing score
2. You can determine if the *Student must complete this activity before continuing to the next one*.
3. Change the folder *Location* for the assessment using the dropdown.
4. Change the *Activity ID* for the assessment. Do **NOT** edit this field

## History tab

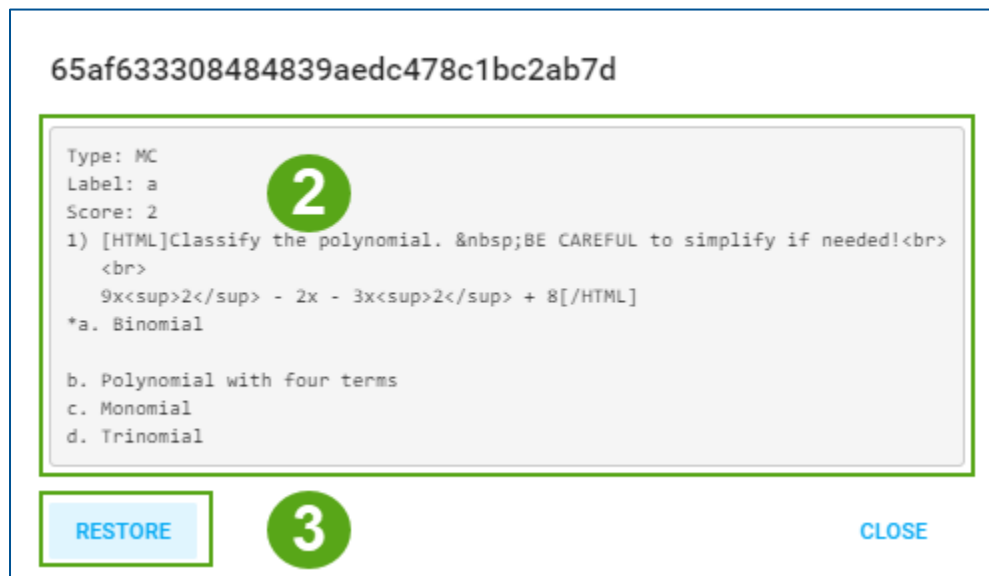
This tab shows a record of all changes made to the assessment and allows you to retrieve previous versions of the questions, content, and rubrics by:

1. Click the version you wish to review.
2. Preview the content.
3. Then click the *Restore* button. If restored, a new entry will be logged in the History.



The screenshot shows the 'HISTORY' tab in a software interface. It contains two entries:

- Entry 1:** Thursday, June 21, 2018, 1:51 PM by Brandi Bartley. A table shows a change in 'Question' from 'Version: 0.1' to 'Version: 0.2'. A green circle with the number '1' highlights the 'Version: 0.1' cell.
- Entry 2:** Thursday, June 21, 2018, 1:48 PM by Brandi Bartley. A table shows a change in 'Visibility' from 'Students, teachers and observers' to 'Teachers only'. A 'CHANGE DETAILS' link is visible at the bottom right of this entry.



The screenshot shows a preview window for a question with ID **65af633308484839aedc478c1bc2ab7d**. The question content is:

Type: MC  
 Label: a  
 Score: 2

1) [HTML]Classify the polynomial. &nbsp;  BE CAREFUL to simplify if needed!<br>  
 <br>  
 $9x^2 - 2x - 3x^2 + 8$  [HTML]

\*a. Binomial  
 b. Polynomial with four terms  
 c. Monomial  
 d. Trinomial

At the bottom, there is a 'RESTORE' button (highlighted with a green circle and the number '3'), a 'CLOSE' button, and a green circle with the number '2' is placed over the question content area.

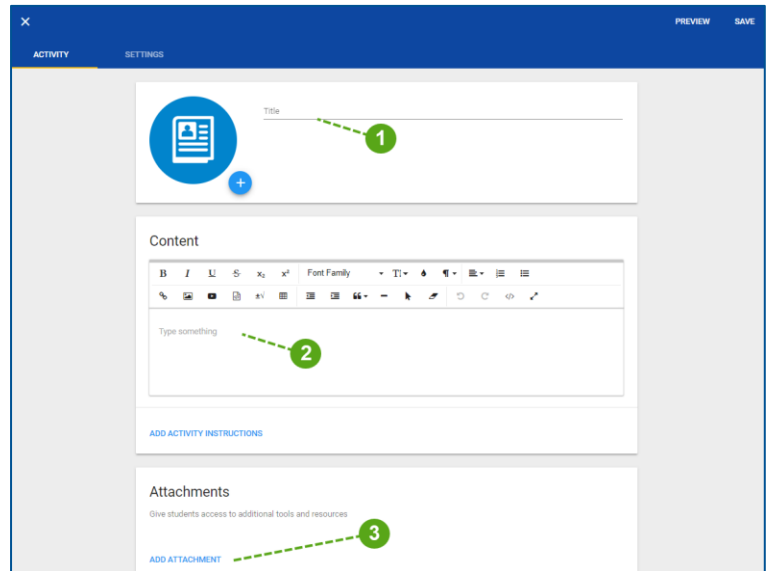
## Blog Editor

The Blog Editor contains the following tabs:

- The *Activity* tab.
- The *Settings* tab.

The *Activity* tab allows you to title the blog, add content, and/or attach additional resources.

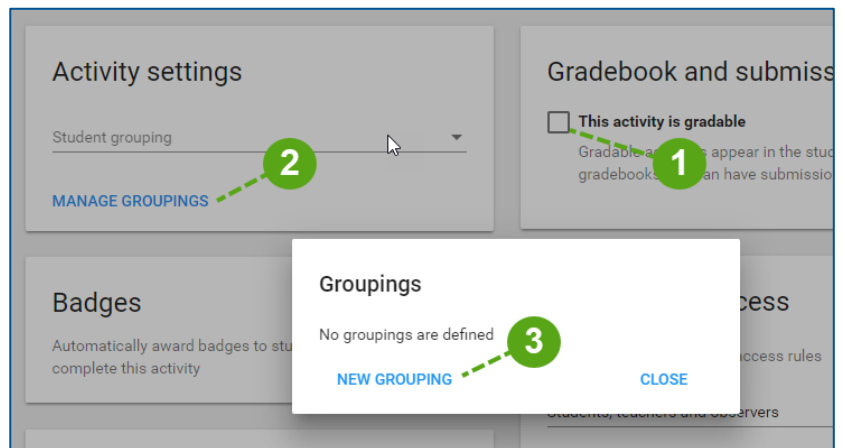
1. **Title:** You will title the blog assignment in this field.
2. **Content:** This is where you will add content to your blog.
3. **Attachments:** Here you can add attachments to your blog.



## Blog Settings tab

Use this tab to assign a group set to the activity.

1. Use the dropdown menu to assign a pre-created student group to the blog.
2. To add a new group set to the course, click on *Manage Groupings* button.
3. Then click the *New Grouping button*. This will open the Generate Groups window where you can create a new group set.



**Note:** Please refer to the Groups section for further instructions and information on creating groups and the Assessment Editor for other settings instructions as needed.



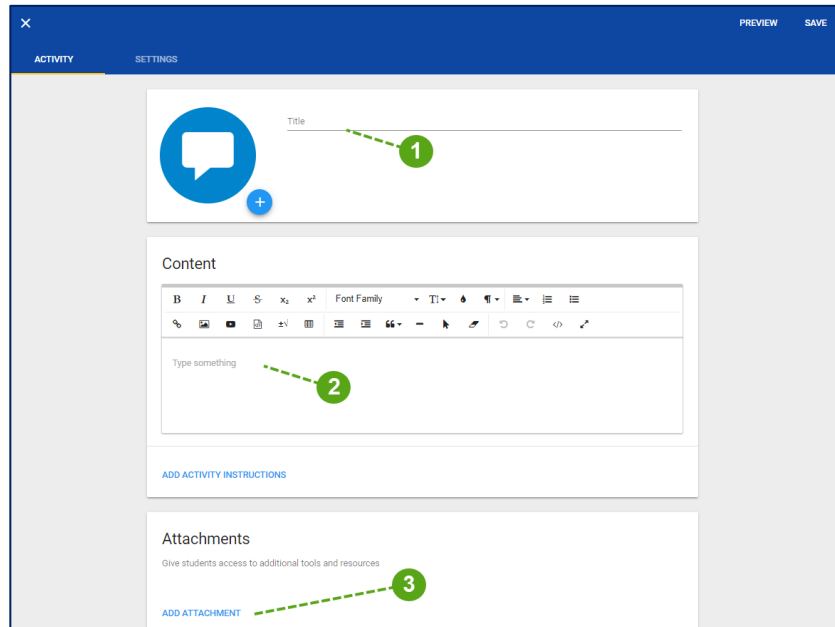
## Discussion

The Discussion Editor contains the following tabs:

- The **Activity** tab.
- The **Settings** tab.

The **Activity** tab allows you to title the discussion, add content, and/or attach additional resources.

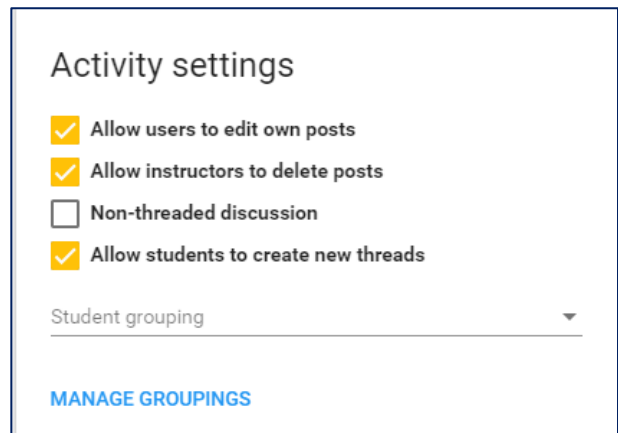
1. **Title:** You will title the Discussion assignment in this field.
2. **Content:** This is where you will add content to your Discussion.
3. **Attachments:** Here you can add attachments to your Discussion.



## Discussion Settings tab

In this tab you can:

- Allow students to edit their own posts.
- Allow instructors to delete posts.
- If you select the Non-threaded discussion option, it will only have one thread and additional threads cannot be created.
- Allows students to create new threads if you permit them.

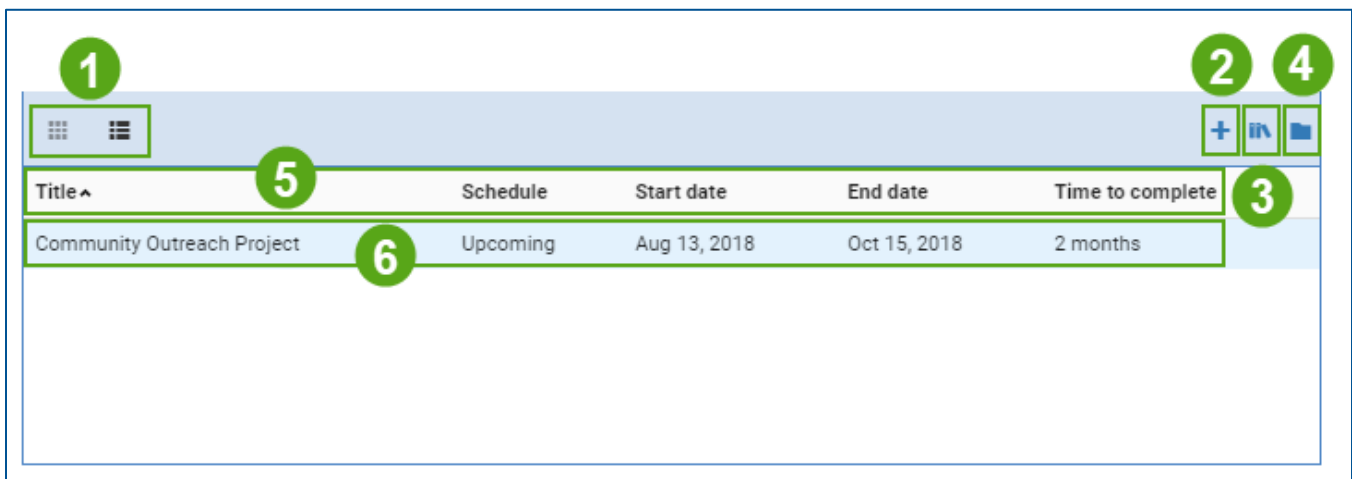


**Note:** Please refer to the Groups section for further instructions and information on creating groups and the Assessment Editor for other settings instructions as needed.

## Projects Tab

The *Projects* tab is where you can create and manage your class projects. Here you can:

1. View existing projects in either the *tiled or list views*.
2. Create *new projects*.
3. Add content from the *Digital Library*.
4. Convert an existing *folder* into a project.
5. When in list view you can *sort* your projects by clicking on a column heading.
6. Click on a *project* in the list to edit it in the Properties/Resources panel or add activities to it.



The screenshot shows the Projects tab interface. Callout 1 points to the view toggle buttons (grid and list). Callout 2 points to the '+', 'iR', and folder icons. Callout 3 points to the 'Time to complete' column header. Callout 4 points to the folder icon. Callout 5 points to the 'Title' column header. Callout 6 points to the 'Community Outreach Project' row.

| Title ^                    | Schedule | Start date   | End date     | Time to complete |
|----------------------------|----------|--------------|--------------|------------------|
| Community Outreach Project | Upcoming | Aug 13, 2018 | Oct 15, 2018 | 2 months         |

## Weights Tab

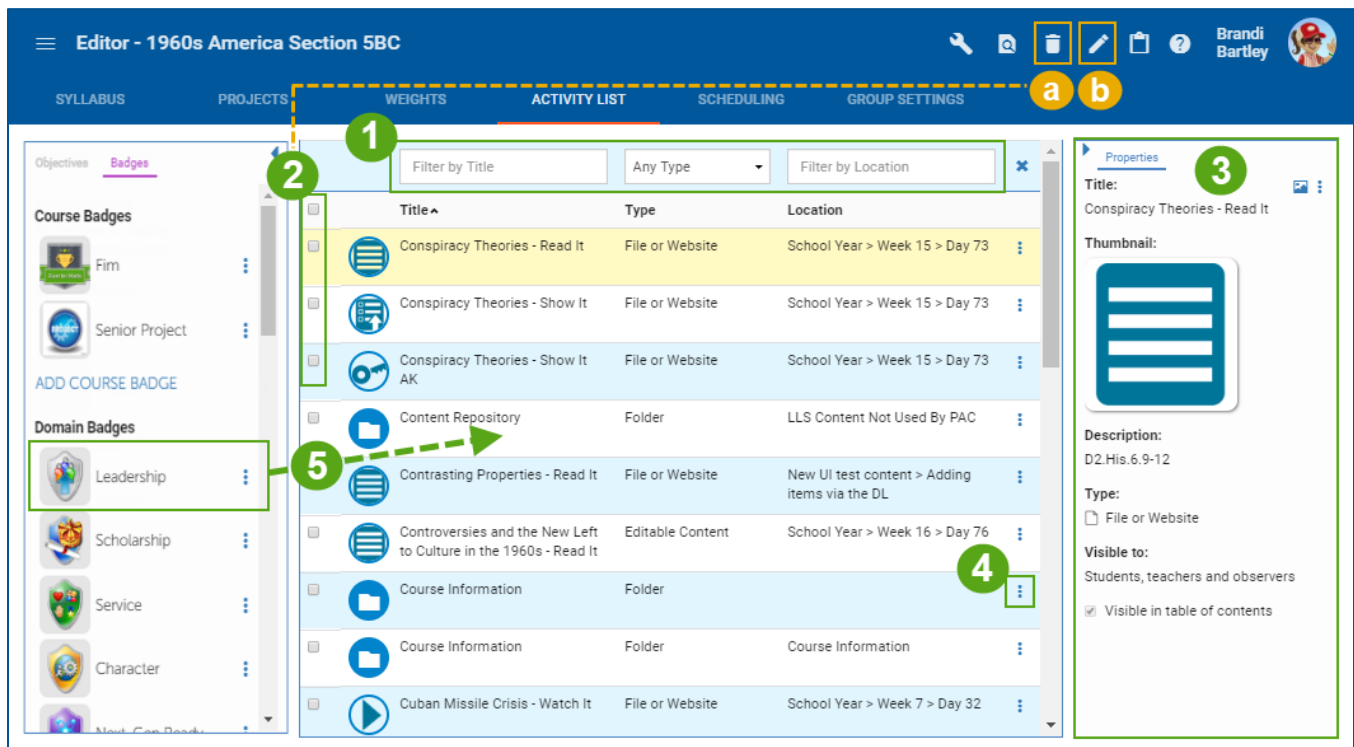
This tab is where you can view the weight and impact of an activity's grade on the final grade.

*Do not make any changes or adjustments in this tab. PA Cyber does not weight grades.*

## Activity List Tab

The *Activity List* tab is where you can:

1. Search your folders and activities by title, file type, and/or location.
2. Select multiple items in the list to:
  - a. Delete them using the *Delete Selected* button from the Toolbar.
  - b. Mass change settings when you click on the *Bulk Edit* button. The available settings will vary depending on the type of activities selected.
3. Click on an item to view its properties in the Properties panel.
4. Click on the side menu to: Edit, Preview, or Delete an item.
5. Drag and drop a badge from the Badge/Objectives panel to one or more items.



**Editor - 1960s America Section 5BC**

SYLLABUS PROJECTS **ACTIVITY LIST** SCHEDULING GROUP SETTINGS

Filter by Title Any Type Filter by Location

| Title                                                            | Type             | Location                                      |
|------------------------------------------------------------------|------------------|-----------------------------------------------|
| Conspiracy Theories - Read It                                    | File or Website  | School Year > Week 15 > Day 73                |
| Conspiracy Theories - Show It                                    | File or Website  | School Year > Week 15 > Day 73                |
| Conspiracy Theories - Show It AK                                 | File or Website  | School Year > Week 15 > Day 73                |
| Content Repository                                               | Folder           | LLS Content Not Used By PAC                   |
| Contrasting Properties - Read It                                 | File or Website  | New UI test content > Adding items via the DL |
| Controversies and the New Left to Culture in the 1960s - Read It | Editable Content | School Year > Week 16 > Day 76                |
| Course Information                                               | Folder           | Course Information                            |
| Course Information                                               | Folder           | Course Information                            |
| Cuban Missile Crisis - Watch It                                  | File or Website  | School Year > Week 7 > Day 32                 |

**Properties**

**Title:** Conspiracy Theories - Read It

**Thumbnail:**

**Description:** D2.His.6.9-12

**Type:**  File or Website

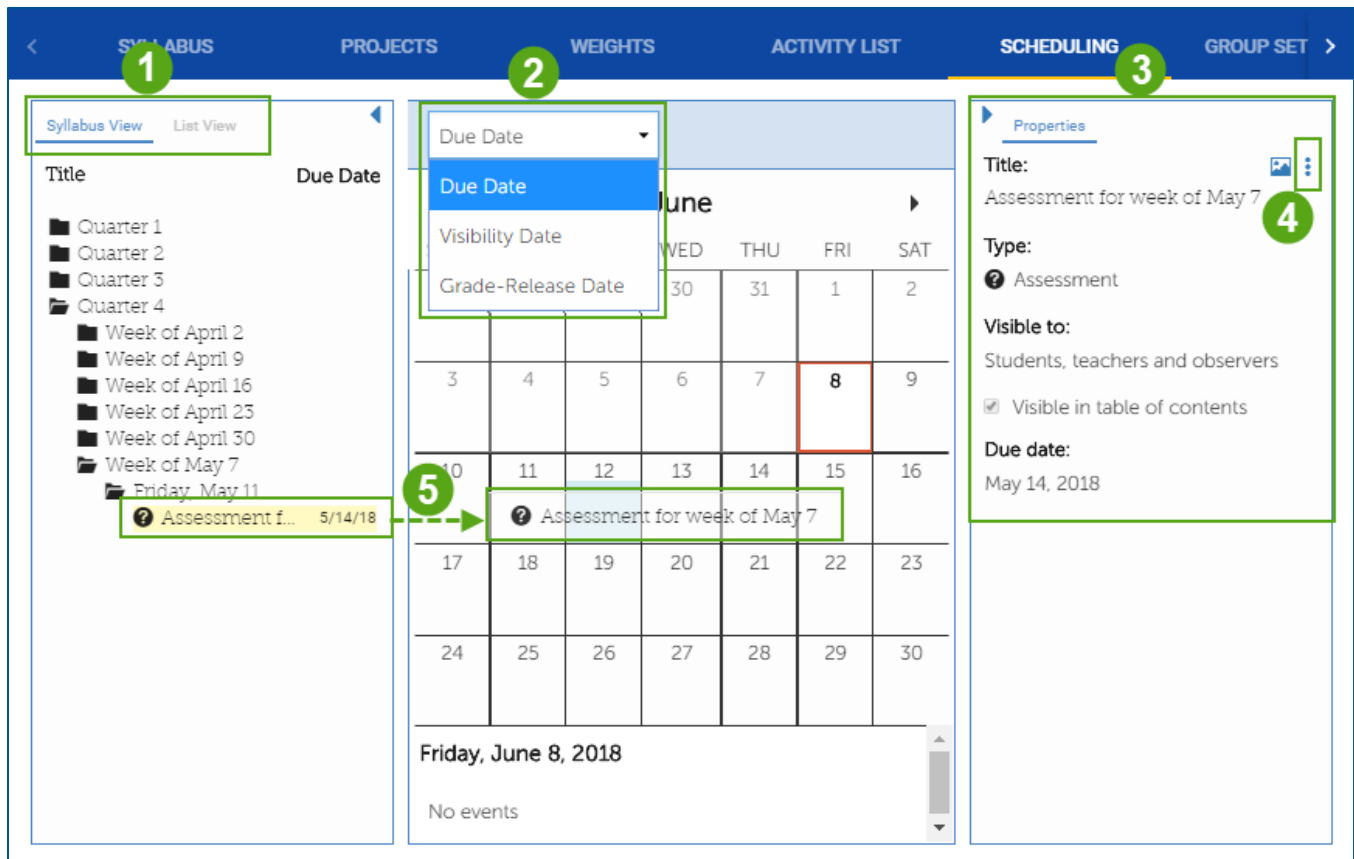
**Visible to:** Students, teachers and observers

Visible in table of contents

## Scheduling Tab

When in the *Scheduling* tab you can:

1. Switch the view of the left panel between
  - Syllabus View* – shows the folder structure and lists items in the order they were created in the Syllabus tab.
  - List view* – lists all items in alphabetical order but does not show the folder structure. You can also *Show All* items or only *Unscheduled* ones using the radio buttons.
2. Change the items you want to view on the calendar according to:
  - *Due Date*
  - *Visibility Date*
  - *Grade Release Date*
3. View the *properties* of any item selected from the *Calendar*, *Syllabus View*, or *List View* in the Properties panel.
4. Edit, Preview, or Delete any item selected using the *side menu* in the Properties panel.
5. You can drag & drop activities from the left panel to a calendar date and assign one of the previous 3 options.



The screenshot shows the Scheduling tab interface with the following components and callouts:

- 1:** Navigation tabs: SYLLABUS, PROJECTS, WEIGHTS, ACTIVITY LIST, **SCHEDULING**, GROUP SET.
- 2:** Filter dropdown menu with options: Due Date, Due Date, Visibility Date, Grade-Release Date.
- 3:** Properties panel on the right.
- 4:** Properties panel details: Title: Assessment for week of May 7; Type: Assessment; Visible to: Students, teachers and observers; Visible in table of contents: checked; Due date: May 14, 2018.
- 5:** Drag-and-drop action from the Syllabus View to the calendar.

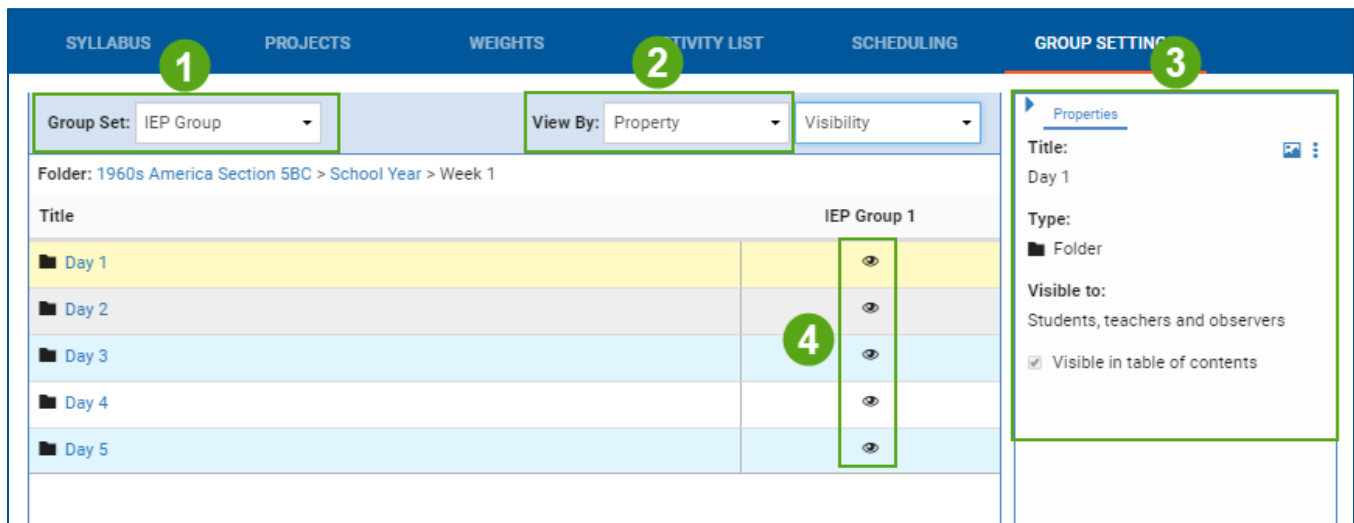
| WED | THU | FRI | SAT |
|-----|-----|-----|-----|
| 30  | 31  | 1   | 2   |
| 3   | 4   | 5   | 6   |
| 7   | 8   | 9   |     |
| 10  | 11  | 12  | 13  |
| 14  | 15  | 16  |     |
| 17  | 18  | 19  | 20  |
| 21  | 22  | 23  |     |
| 24  | 25  | 26  | 27  |
| 28  | 29  | 30  |     |

Friday, June 8, 2018  
No events

## Group Settings Tab

With this tab you can:

1. Filter which folders and activities display by the *Group Set*.
2. Use the *View By* to show:
  - *Property* – organize by Visibility or Due Date in the 2<sup>nd</sup> dropdown.
  - *Activity* – organize using the folders in your Syllabus in the 2<sup>nd</sup> dropdown.
  - *Group* – organize by groups within the group set you selected to display in the 2<sup>nd</sup> dropdown.
3. Select any folder or activity to view its *Properties* and use the side menus to Edit/Preview/Delete folders and activities.
4. Click the *eye icons* to change visibility for that group and item.



The screenshot displays the PAcyber interface with the 'GROUP SETTINGS' tab selected. The 'Group Set' dropdown is set to 'IEP Group', and the 'View By' dropdown is set to 'Property'. The main table shows a list of days (Day 1 to Day 5) under the 'IEP Group 1' column. A green box highlights the eye icons in the 'IEP Group 1' column, with a '4' indicating they should be clicked. On the right side, the 'Properties' panel for 'Day 1' is visible, showing details like 'Type: Folder', 'Visible to: Students, teachers and observers', and a checked box for 'Visible in table of contents'.

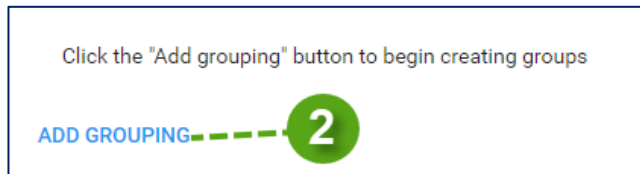
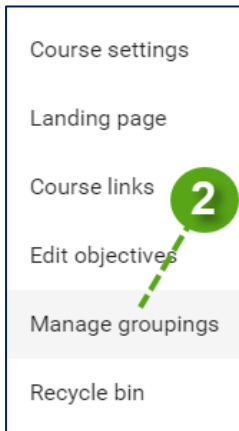
## Groups in Buzz

### Creating a Group

1. To begin the process of putting students into a group, you first need to click on the *Tools button* from within the course editor.



2. Choose *Manage Groups* from the popup menu and click *Add Grouping*.



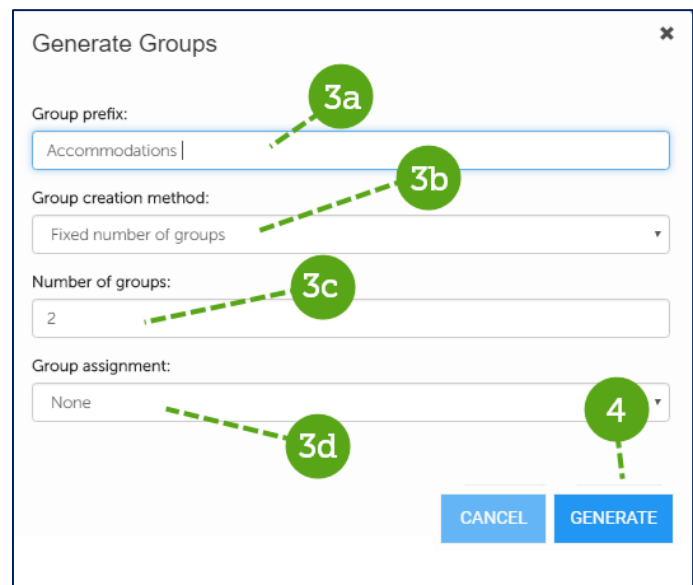
3. From the *Generate Groups* screen, add the following information

- Group Prefix:**  
Here you will name the group set. Think of this as a container that will hold your groups. For this example, we will call our group set *Accommodations* with two groups underneath it called *IEP* and *GIEP*.

- Group Creation Method:**  
This should be set to *Fixed Number of Groups* because we want to tell the system how many groups we want to create.

- Number of Groups:**  
Enter the number of groups you want to create. For this example, we will select 2. Please note that you can add additional groups from the main *manage groups* window.

- Group Assignment:**  
Select *None* since we don't want Buzz to randomly select who is added to our groups.







The 'Generate Groups' dialog box contains the following fields and annotations:

- Group prefix:** Accommodations | (Annotation 3a)
- Group creation method:** Fixed number of groups (Annotation 3b)
- Number of groups:** 2 (Annotation 3c)
- Group assignment:** None (Annotation 3d)
- Buttons:** CANCEL and GENERATE (Annotation 4 points to the GENERATE button)







4. Click *Generate* when you are finished.

- Once you have generated your groups, you will notice that they create generic names based on the *Group Prefix* you provided in step 3a. Click on the *Pencil* icon next to each group to edit their names.
- Once you have changed the names of your groups, click the *Check Mark* to save your changes.

| Group set name: Accommodations |          | <input checked="" type="checkbox"/> Each person in only one group                                  |          | ADD GROUP                                                                                | CLEAR ALL | GENERATE GROUPS |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------|-----------|-----------------|
| Name ^                         | Course % | Accommodations 1  |          | GIEP  |           |                 |
| 1407, Student                  | 100%     |                   | <b>5</b> |       | <b>6</b>  |                 |
| 2, Student                     | 72.41%   |                                                                                                    |          |                                                                                          |           |                 |
| Bartley, Brandi                | 68.52%   |                                                                                                    |          |                                                                                          |           |                 |

## Adding Students to the Group

- After the group has been created, simply click next to the student's name within the column for the group you just created. Once you have added the appropriate students to a group, click *Save* to continue.

| Name            | Course % | IEP  |                                                                                    | GIEP  |
|-----------------|----------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 2, Student      | 72.41%   |                                                                                       |   |       |
| Bartley, Brandi | 68.52%   |                                                                                       |  |                                                                                          |
| 1407, Student   | 100%     |                                                                                       |                                                                                    |     |

**NOTE:** You do not have to create a separate group for students that are not included in the group you just created.

## Modifying an Assignment or Exam for a Single Group

**NOTE:** BC Teachers can create Groups to manage student accommodations but cannot change the actual assignment/assessment created by Lincoln Learning Solutions.

When setting up an exam or assignment, you can modify various aspects to fit the needs of your students within each group. Please note that if a group needs to have **different questions** or **point values** assigned on an assessment, you will need to make a different exam specifically for that group. You may also note that using group assessments with different point values may change the overall point values for students in your class.

## Group Drop Down

Once you've created your groups, you will now see a *Group* drop down menu appear in the bottom left corner of the assessment / assignments settings area. This drop down list allows you to select a particular group and apply settings to that group only. There are two options you can choose from:

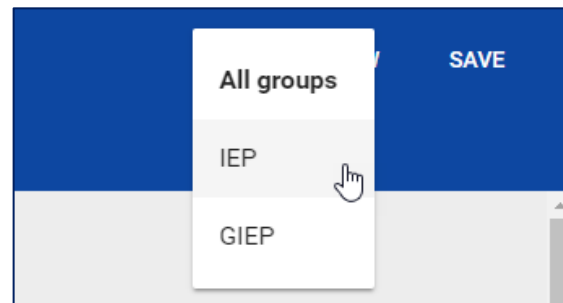
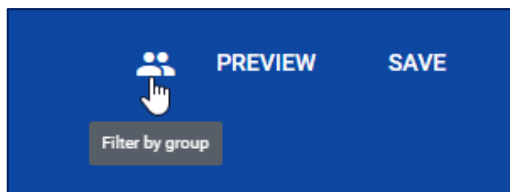
### All Groups

- o This allows you to apply settings that will affect the entire class.

### Class Groups (Name of group)

- o When selected, this will ensure that all settings that are selected only affect this group.

**Please Note:** Once you close out of the exam, this drop down menu default to *All Groups*. To view special group settings, you need to select if from the group drop down menu.



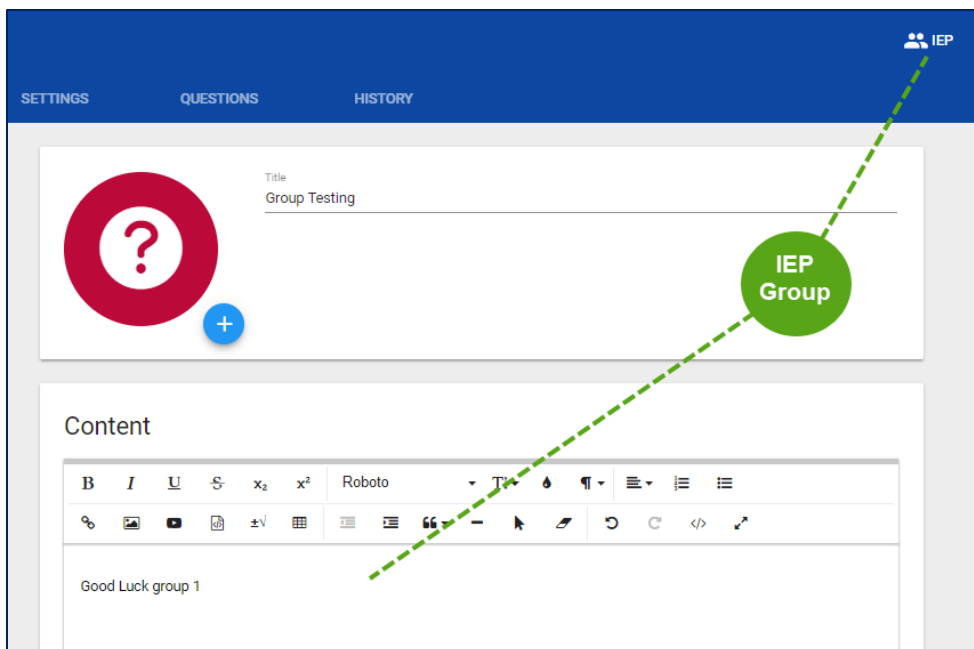
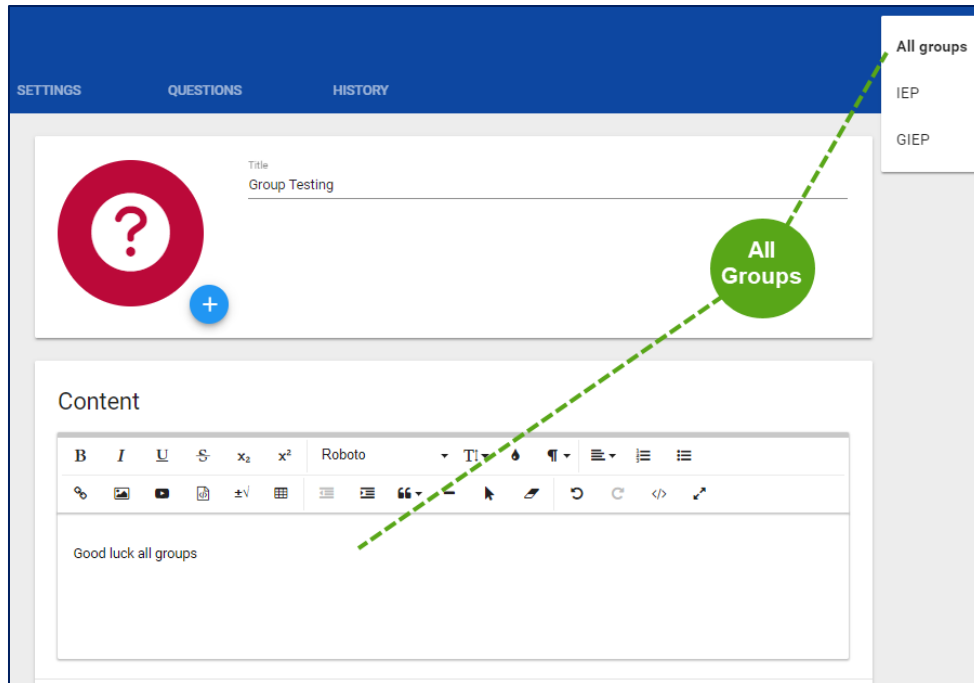


## Applying Settings to a Group

To apply settings to a specific group, make sure that the group has been selected from the *group* drop down list. Once you have selected a group, you can modify the items in the *Activity* and *Settings* sections of the assessment. Each group can have different settings assigned to them based on that group's needs.

### Activity:

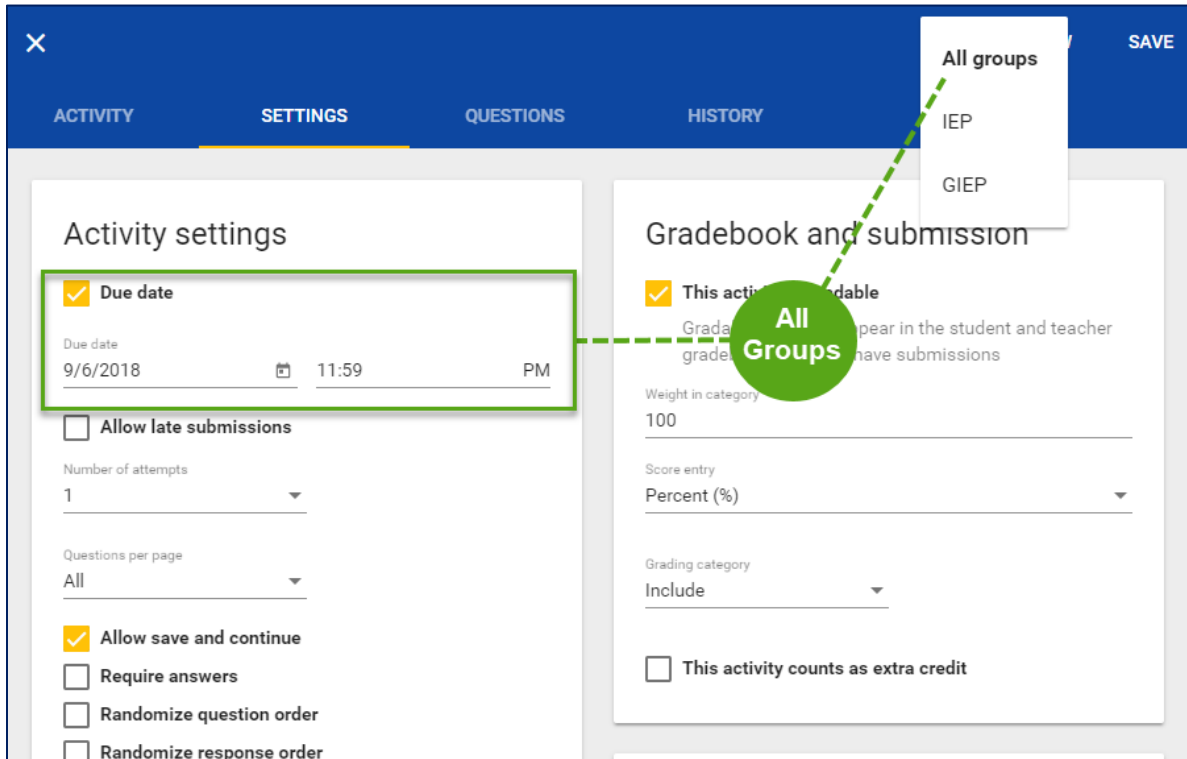
In the Activity settings of this example, we can give the *All Groups* students one set of instructions in the Content windows while giving the *IEP* students a different set of directions.



## Settings:

### Adjusting Due Date:

In the settings of this example, the *All Groups* students will have a due date of 9/6/18 while the IEP students will have an extended due date of 9/20/18.

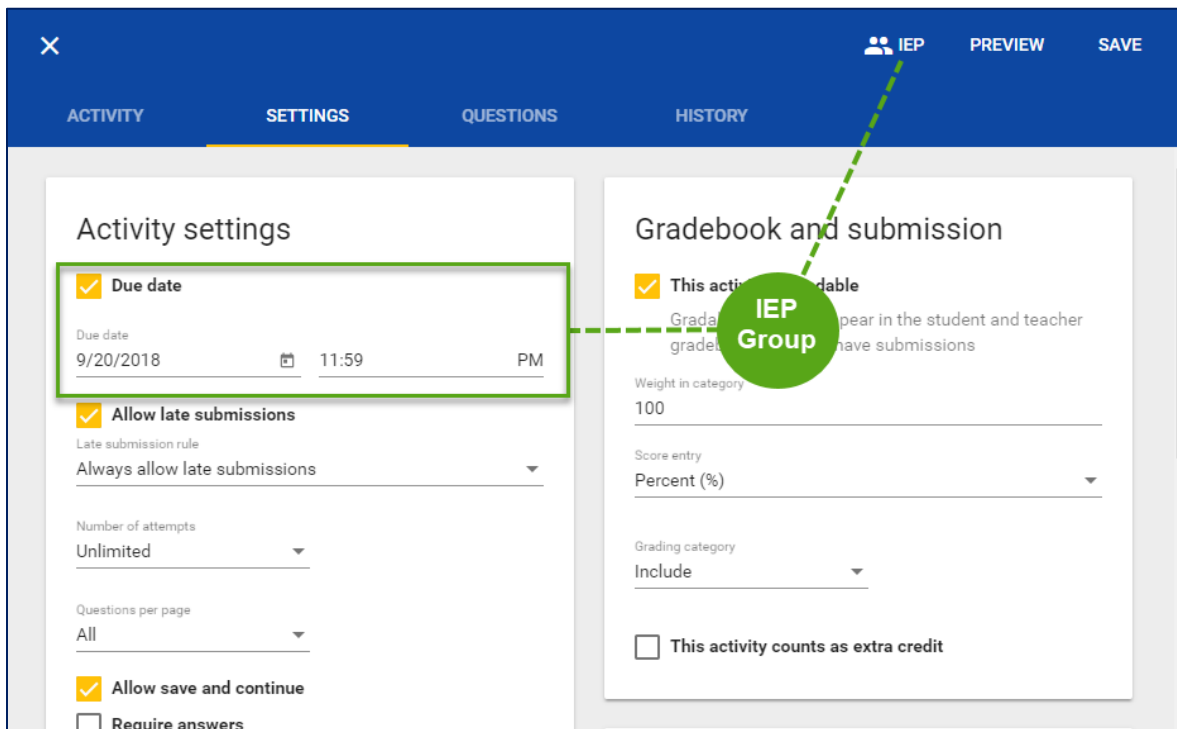


**Activity settings**

- Due date**
- Due date: 9/6/2018 11:59 PM
- Allow late submissions**
- Number of attempts: 1
- Questions per page: All
- Allow save and continue**
- Require answers**
- Randomize question order**
- Randomize response order**

**Gradebook and submission**

- This activity is available**
- Gradebook: **All Groups** (highlighted)
- Weight in category: 100
- Score entry: Percent (%)
- Grading category: Include
- This activity counts as extra credit**



**Activity settings**

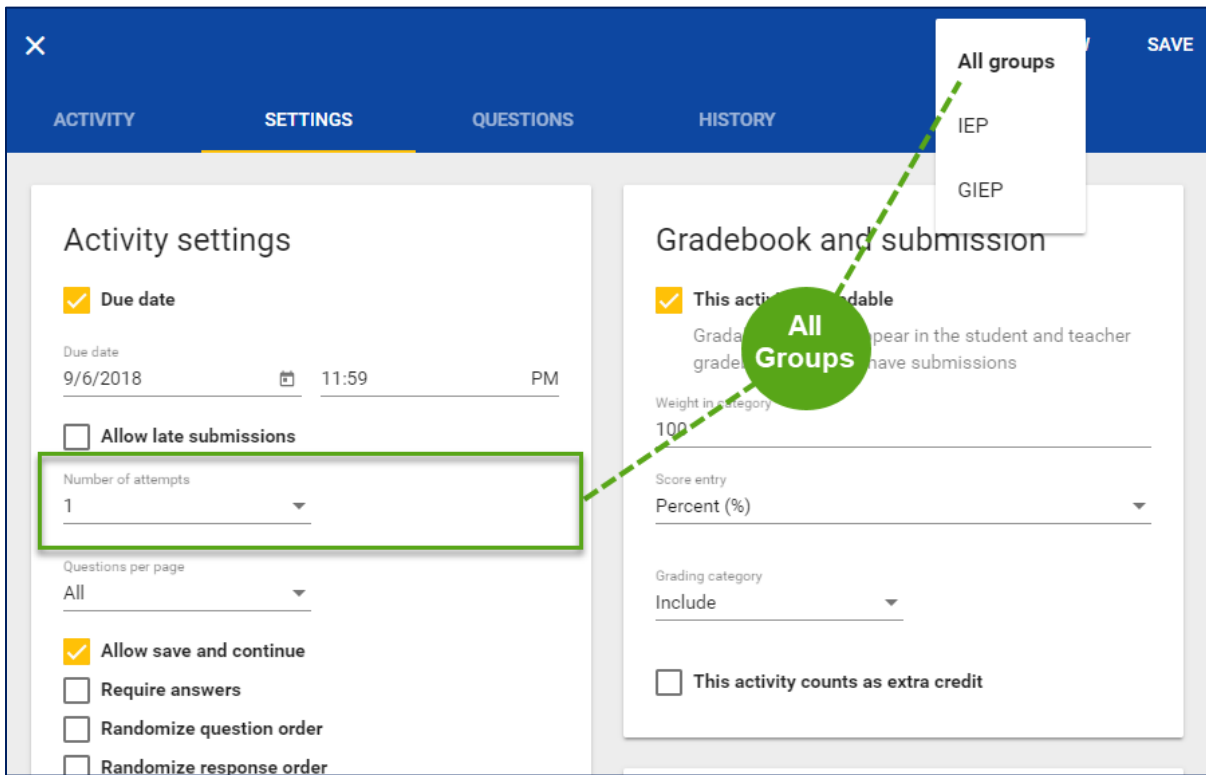
- Due date**
- Due date: 9/20/2018 11:59 PM
- Allow late submissions**
- Late submission rule: Always allow late submissions
- Number of attempts: Unlimited
- Questions per page: All
- Allow save and continue**
- Require answers**

**Gradebook and submission**

- This activity is available**
- Gradebook: **IEP Group** (highlighted)
- Weight in category: 100
- Score entry: Percent (%)
- Grading category: Include
- This activity counts as extra credit**

## Adjusting the Number of Attempts:

In the Assessment settings of this example, we can change the number of attempts to Unlimited for the IEP group while keeping the *All Groups* students at 1 attempt.

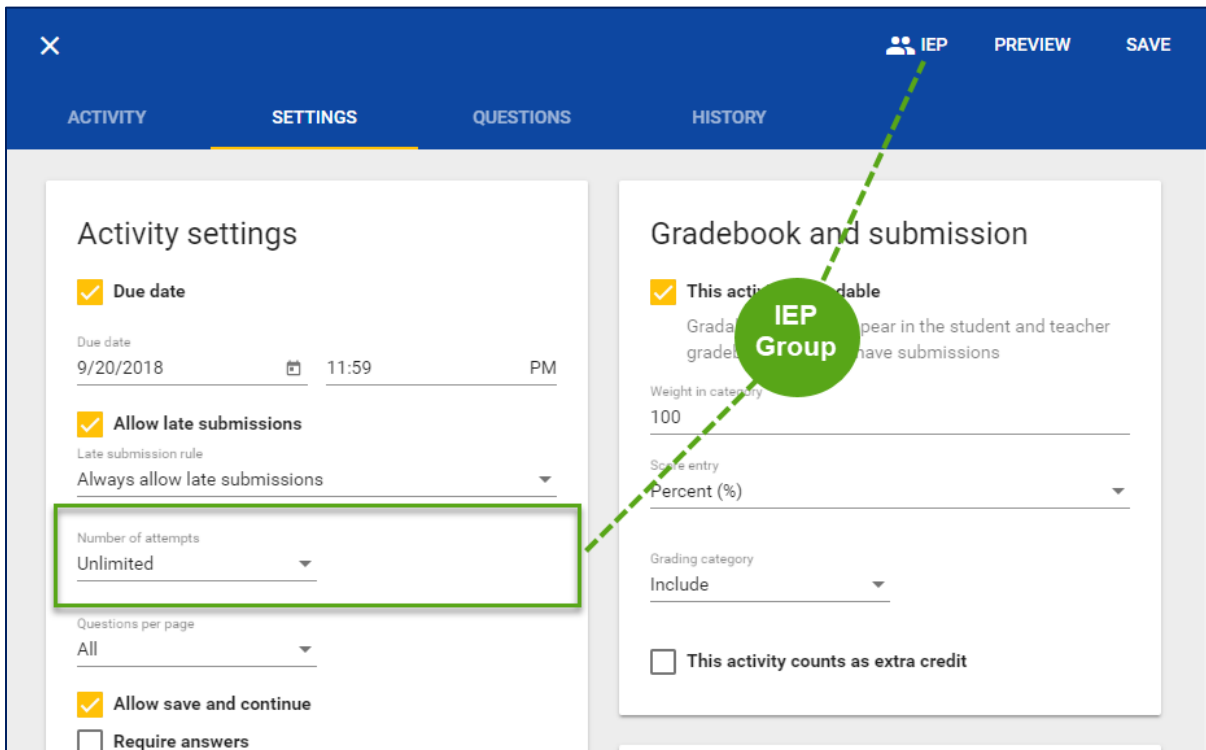


**Activity settings**

- Due date
- Due date: 9/6/2018 11:59 PM
- Allow late submissions
- Number of attempts: 1
- Questions per page: All
- Allow save and continue
- Require answers
- Randomize question order
- Randomize response order

**Gradebook and submission**

- This activity is gradeable
- Gradeable: Yes
- Weight in category: 100
- Score entry: Percent (%)
- Grading category: Include
- This activity counts as extra credit



**Activity settings**

- Due date
- Due date: 9/20/2018 11:59 PM
- Allow late submissions
- Late submission rule: Always allow late submissions
- Number of attempts: Unlimited
- Questions per page: All
- Allow save and continue
- Require answers

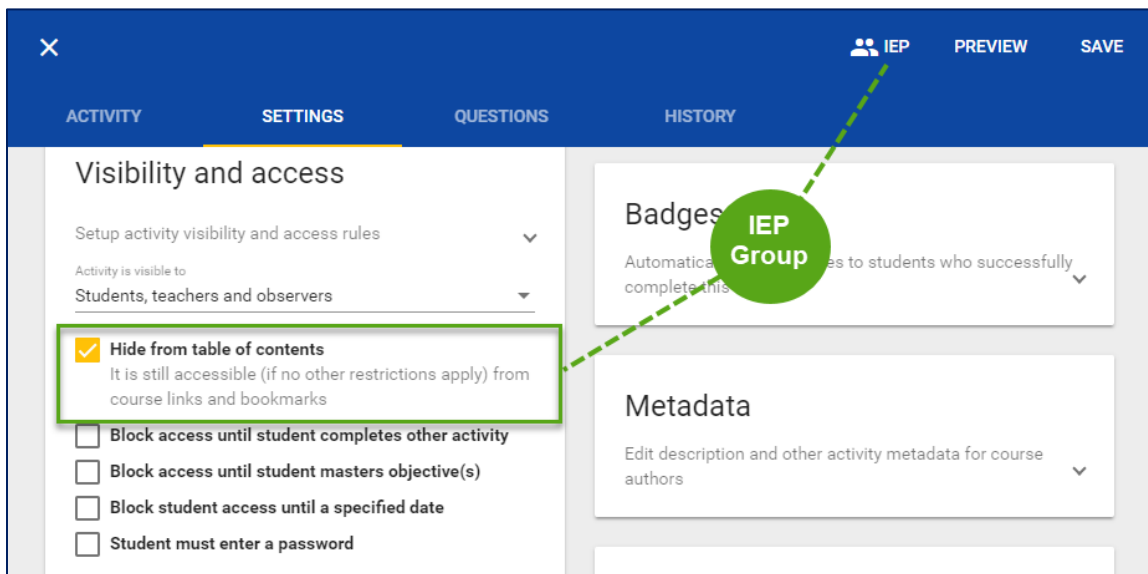
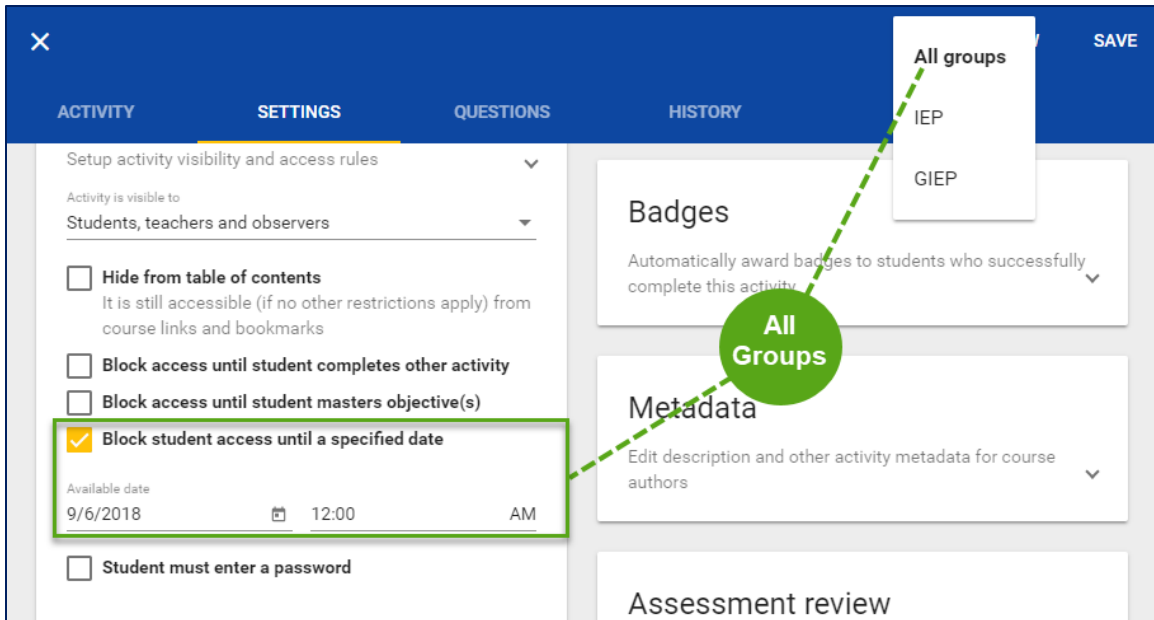
**Gradebook and submission**

- This activity is gradeable
- Gradeable: Yes
- Weight in category: 100
- Score entry: Percent (%)
- Grading category: Include
- This activity counts as extra credit

## Making an Item Visible to a Single Group

There will be a time where you need to make an item visible to only a single group and not the rest of the class. An example of this would be if you need to make a modified test that is only viewable to students with an IEP. To accomplish this, you will need to adjust the settings for each group.

In the *Settings* section of this example the *All Groups* students would not be able to see the assessment until 9/6/18. The *IEP* group would not be able to see this assessment.

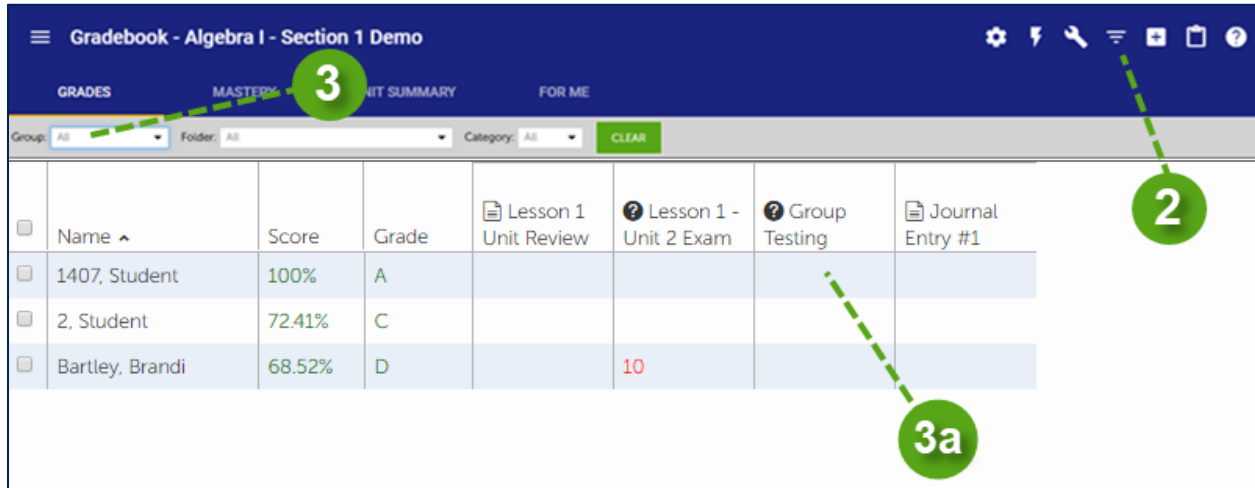


With these settings, the students in the *IEP* group will **NOT** be able to view this assessment in either their gradebook or student view in Buzz.

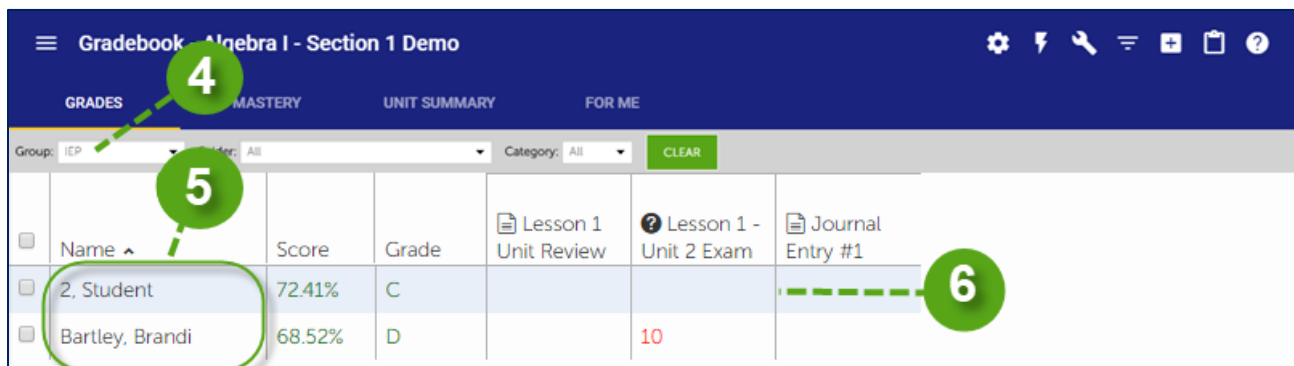
## Viewing Groups in the Gradebook

Now that you have modified an item so that only a certain group can view it, you will need to know where to look in your gradebook to find it. Follow the steps below to view the assessment.

1. Open your grade book.
2. Click on the **Filter** icon to display filtering options.
3. From the filter options next to **Group**, **All** is selected.
  - a. You will notice that the **Group Testing** assessment is visible in the gradebook since we did not hide this assessment from all students.



4. From the **Group** drop down menu, select **IEP**.
5. With **IEP** selected, you will only see students that were added to the **IEP** group.
6. You will see that our **Group Testing** assessment is not showing for students who were added to the IEP group.

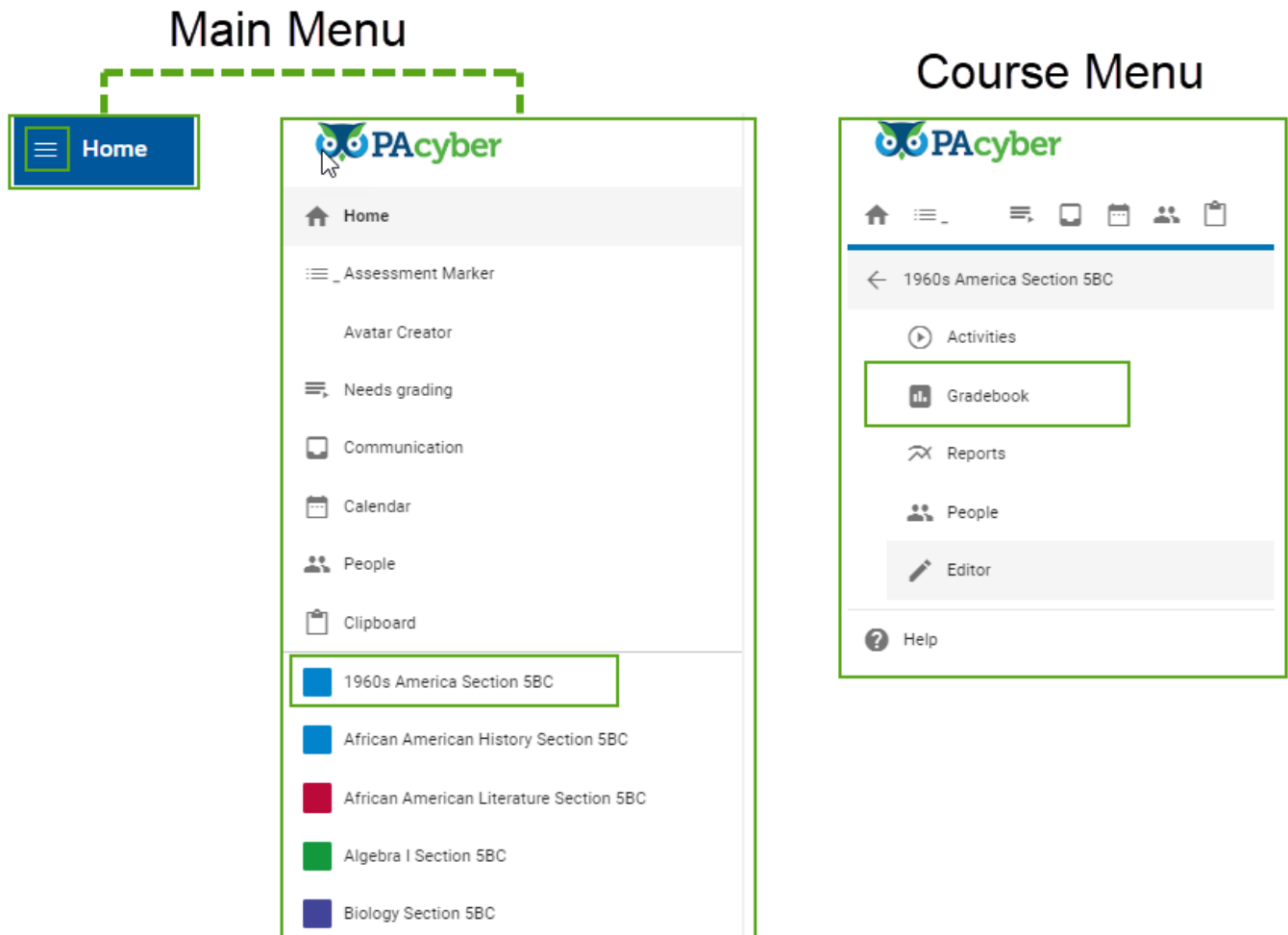


**Note:** If you hide an assessment from the **All Groups** students, that particular assessment will not appear when you first open your gradebook. You will need to follow the steps above to view an item assigned to a particular group.

## Gradebook

### Accessing the Gradebook

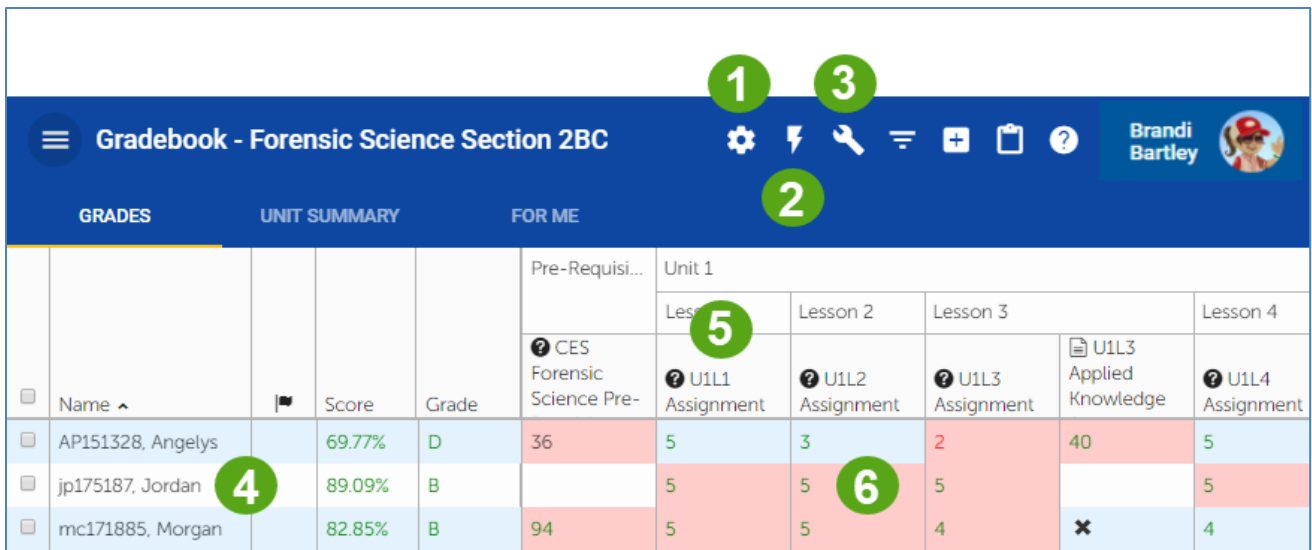
You can access your *Gradebook* from within the Course Menu. If you are on the Home page, simply click on the Main Menu first, and then select a course to access the Course Menu.



## Gradebook Page Layout

The Gradebook page consists of 3 tabs.

- **Grades:** View your course roster of students, activities, and the students' grades for those activities.
  1. **Display options:** Select which columns of information you want to see in the Gradebook.
  2. **Enable quick-edit grading:** Allows you to enter scores directly into the Grades table.
  3. **Tools:** Import/Export scores or Go to final grades to finalize grades.
  4. Click on a student name to see their individual gradebooks.
  5. Click on an activity to open the Activity Grader for that assignment.
  6. Click on any cell view a specific activity and student submission.
- **Unit Summary:** Displays each student's progress in completing all activities (both graded and ungraded) within the course syllabus.
- **For Me:** Displays the personalized activities assigned to each student.



| Gradebook - Forensic Science Section 2BC |        |              |                |        |          | Brandi Bartley |          |   |  |
|------------------------------------------|--------|--------------|----------------|--------|----------|----------------|----------|---|--|
| GRADES                                   |        | UNIT SUMMARY |                | FOR ME |          |                |          |   |  |
| Name                                     | Score  | Grade        | Pre-Requisi... | Unit 1 | Lesson 2 | Lesson 3       | Lesson 4 |   |  |
| AP151328, Angelys                        | 69.77% | D            | 36             | 5      | 3        | 2              | 40       | 5 |  |
| jp175187, Jordan                         | 89.09% | B            |                | 5      | 5        | 5              |          | 5 |  |
| mc171885, Morgan                         | 82.85% | B            | 94             | 5      | 5        | 4              | x        | 4 |  |

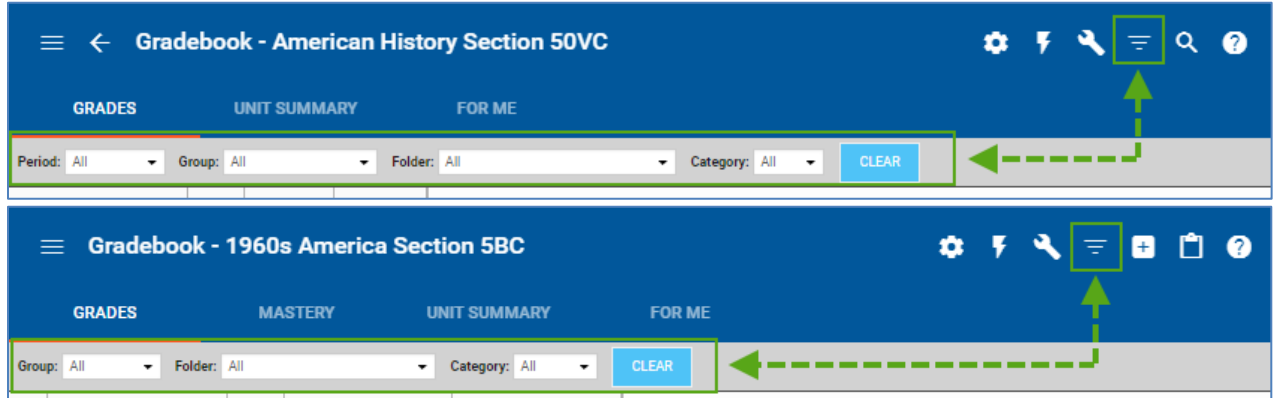
**Note:** When a bookmark appears in the Gradebook it indicates a *Pending Score*. These appear only to teachers when the activity has been graded but not yet returned to the student, or the activity's release date for the score has not passed.

| Week 5                                       |                             |                          |                               |
|----------------------------------------------|-----------------------------|--------------------------|-------------------------------|
| Day 19                                       | Day 22                      | Day 24                   | Day 25                        |
| Civil Rights Project - Assess It             | Radical Protest - Assess It | Civil Rights - Assess It | Kennedy and Nixon - Assess It |
| 48                                           |                             |                          |                               |
| Completed, Score not yet returned to student |                             |                          |                               |

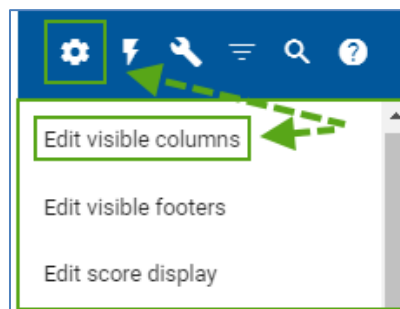
## Grade Finalization

### Pre-finalization steps:

1. Click on the *Filter* button in the toolbar. Make sure "All" is selected for all fields.



2. Click on the *Display Options* button in the toolbar. Then select Edit visible columns.

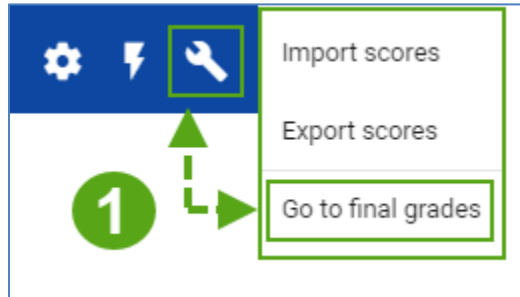


3. It is suggested to show the following columns in your gradebook. Once selected click OK.
  - a. **Reported:** Shows the final grade you reported for the student in the LMS. If there is a grade showing in the Reported column then you know you have successfully finalized the student.
  - b. **Gradable Completion:** Shows the percentage of graded items a student has completed.
    - 100% indicates they have submitted all gradable items in the gradebook.
    - This does **NOT** indicate that all items have been graded.
    - Please be sure to check that all students showing 100% have their work graded prior to finalizing.
  - c. **Status Column:** Shows the student's current course enrollment status.
    - **Active:** The student is still actively enrolled in the course and can submit gradable items that are within their allowable submission window.
    - **Expired:** The student's end date has passed. The student does not have access to complete assignments/assessments. The student either needs an extension or needs finalized.
    - **Completed:** The student has been finalized. Finalized grades show in Reported column.
    - **Withdrawn:** The student has been withdrawn from the course. They are inactive in your gradebook. You do not need to do anything with these students. These students will not have a grade in the Reported column. They may or may not have a grade in the Grade column.

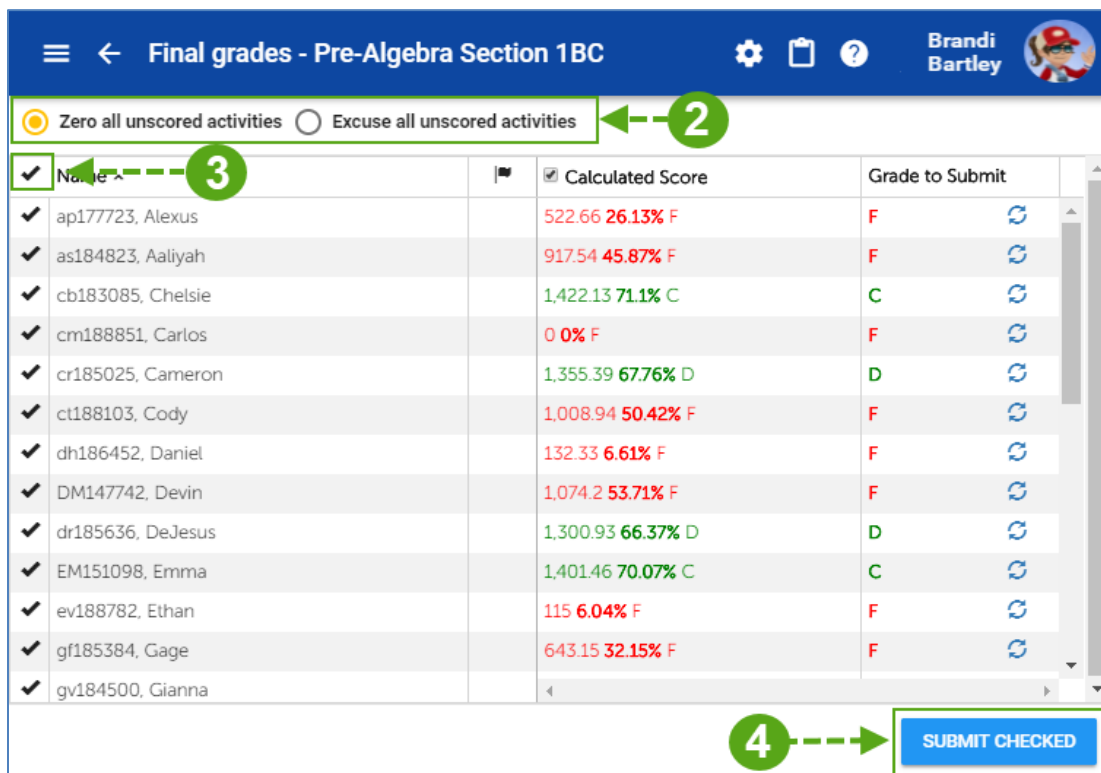


## Finalization Steps:

- Once grades have been reviewed and are ready for submission, click on the *Tools* button in the toolbar and select *Go to final grades*.



- Choose how to handle any unscored activities.
  - Zero all unscored activities:** All unsubmitted gradable items will be scored with a zero and calculated into the final grade.
  - Excuse all unscored activities:** all unsubmitted gradable items will be excused. Only submitted gradable items will be calculated in the final grade.
- Select students to finalize. By default, ALL students will be selected to finalize initially.
  - When finalizing a specific student(s), uncheck the box at the top. Then place a check next to the student(s) that is ready to be finalized.
- Click the *SUBMIT CHECKED* button.



| <input checked="" type="checkbox"/> | Name              | <input checked="" type="checkbox"/> | Calculated Score  | Grade to Submit |
|-------------------------------------|-------------------|-------------------------------------|-------------------|-----------------|
| <input checked="" type="checkbox"/> | ap177723, Alexis  | <input checked="" type="checkbox"/> | 522.66 26.13% F   | F               |
| <input checked="" type="checkbox"/> | as184823, Aaliyah | <input checked="" type="checkbox"/> | 917.54 45.87% F   | F               |
| <input checked="" type="checkbox"/> | cb183085, Chelsie | <input checked="" type="checkbox"/> | 1,422.13 71.1% C  | C               |
| <input checked="" type="checkbox"/> | cm188851, Carlos  | <input checked="" type="checkbox"/> | 0 0% F            | F               |
| <input checked="" type="checkbox"/> | cr185025, Cameron | <input checked="" type="checkbox"/> | 1,355.39 67.76% D | D               |
| <input checked="" type="checkbox"/> | ct188103, Cody    | <input checked="" type="checkbox"/> | 1,008.94 50.42% F | F               |
| <input checked="" type="checkbox"/> | dh186452, Daniel  | <input checked="" type="checkbox"/> | 132.33 6.61% F    | F               |
| <input checked="" type="checkbox"/> | DM147742, Devin   | <input checked="" type="checkbox"/> | 1,074.2 53.71% F  | F               |
| <input checked="" type="checkbox"/> | dr185636, DeJesus | <input checked="" type="checkbox"/> | 1,300.93 66.37% D | D               |
| <input checked="" type="checkbox"/> | EM151098, Emma    | <input checked="" type="checkbox"/> | 1,401.46 70.07% C | C               |
| <input checked="" type="checkbox"/> | ev188782, Ethan   | <input checked="" type="checkbox"/> | 115 6.04% F       | F               |
| <input checked="" type="checkbox"/> | gf185384, Gage    | <input checked="" type="checkbox"/> | 643.15 32.15% F   | F               |
| <input checked="" type="checkbox"/> | gv184500, Gianna  | <input checked="" type="checkbox"/> |                   |                 |

- After final grades are submitted, the letter grade will appear in the Reported column in your gradebook. The student's Status will remain Active until Buzz syncs with Genius at night.
  - If needed, you can make changes to a student's gradebook and re-finalize their grade. This will update their final grade submission prior to the nightly sync.
  - Please see the Finalizing Reinstated Enrollments section if any changes are needed AFTER the nightly system sync occurs and the student's status shows Completed.

| Reported | Gradable Completion | Status | Score | Grade | Transfer | Unit 1   |          |          |
|----------|---------------------|--------|-------|-------|----------|----------|----------|----------|
|          |                     |        |       |       |          | Lesson 1 | Lesson 2 | Lesson 3 |
| D        | 100%                | Active | 65.9% | D     | ✗        | 5        | 5        | 5        |

- Once the nightly system sync occurs, the student's course enrollment will become inactive and their Status in your Gradebook will display Completed.
  - To view students who have been finalized, you will need to select "*Show Inactive Enrollments*" in the Display Options menu from the Gradebook toolbar.

| Reported | Gradable Completion | Status    | Score  | Grade | Transfer | Unit 1   |          |          |
|----------|---------------------|-----------|--------|-------|----------|----------|----------|----------|
|          |                     |           |        |       |          | Lesson 1 | Lesson 2 | Lesson 3 |
| B        | 100%                | Completed | 83.97% | B     | ✗        | 5        | 5        | 5        |
| B        | 100%                | Completed | 89.47% | B     | ✗        | 3        | 5        | 3        |
| B        | 100%                | Completed | 83.26% | B     | ✗        | 5        | 5        | 5        |
| C        | 100%                | Completed | 73.7%  | C     | ✗        | 5        | 5        | 5        |

### Finalizing Reinstated enrollments:

If you finalize all of your students and your course is still showing on your dashboard, there is a good chance that a student is still "active" in your course. As you know, if a student is reinstated (re-enrolled) into your course, only the initial grade from the first time the student was enrolled/withdrawn gets pushed to Genius.

#### Genius: Reinstated Course Report (Teacher role)

If you have any students that were reinstated they will be listed in this report. Please follow the steps below for those students.

- You still need to finalize the student in Buzz. You may need to show inactive enrollments in your gradebook to find the student.
- Send an email to Genius Support with the information below and they will manually finalize the student's grade in Genius.
  - Student's name and ID*
  - Course Name*
  - Final Grade they should receive.*

## Activity Grader

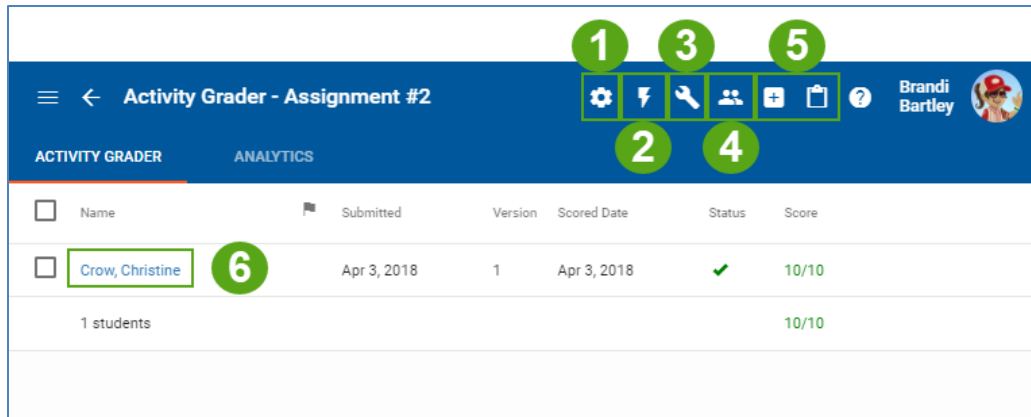
- This page is where you can edit all student scores for one specific activity in the same screen.
- Click on any activity name in the Gradebook to open the Activity Grader screen.

| Gradebook                |                 | Unit Summary             |        | For Me   |                                 |
|--------------------------|-----------------|--------------------------|--------|----------|---------------------------------|
|                          |                 |                          |        | Transfer | Unit 1                          |
|                          |                 |                          |        |          | Lesson 1 Lesson 2               |
|                          |                 |                          |        | Transfer | U1L1 Assignment U1L2 Assignment |
| <input type="checkbox"/> | Name            | <input type="checkbox"/> | Score  | Grade ▾  |                                 |
| <input type="checkbox"/> | nm181695, Nikel |                          | 92.38% | A        | 5 5                             |

### Activity Grader tab:

View a table that displays each student's submission data for the selected activity. From this screen you can view/perform the following:

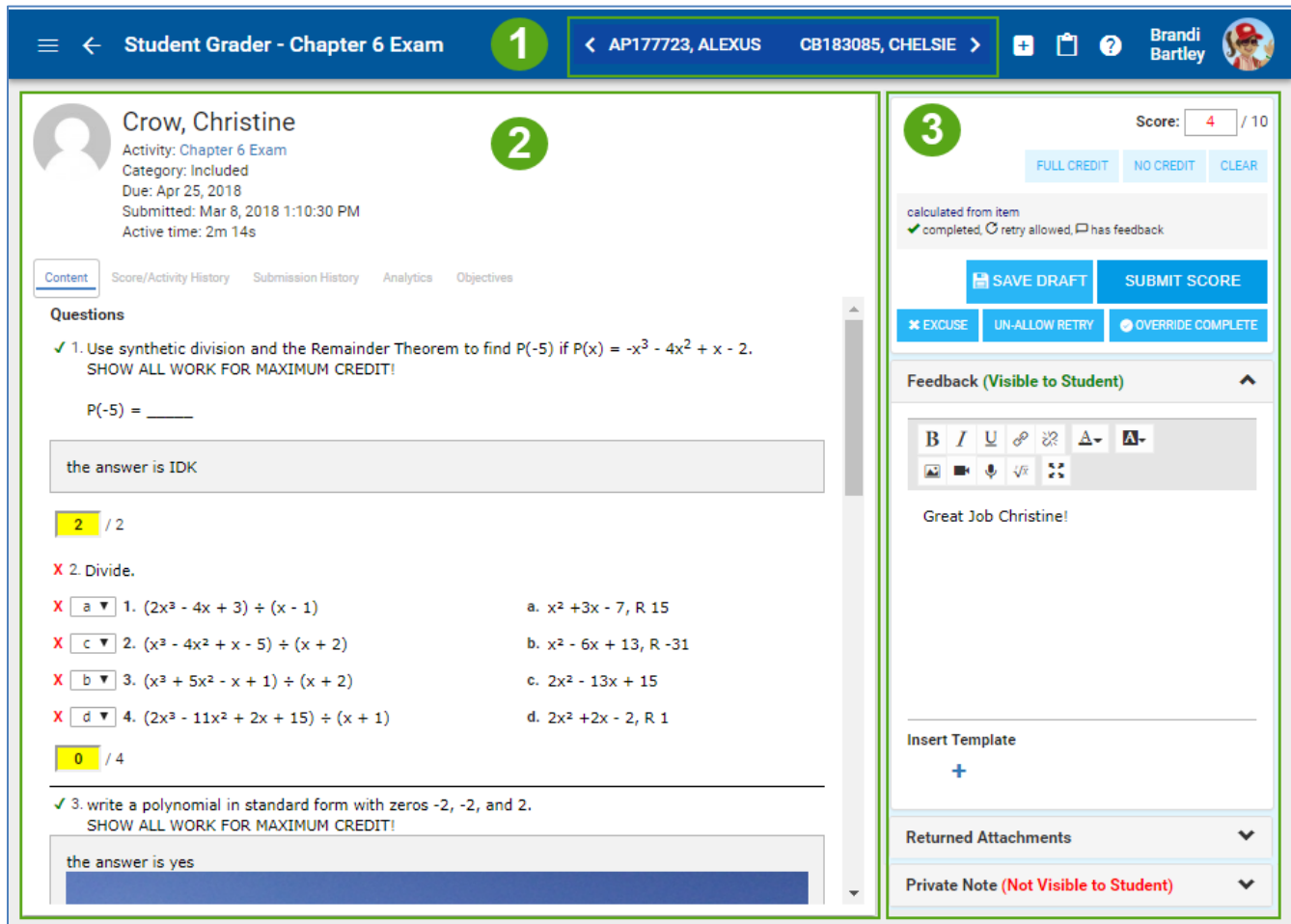
1. **Display Options:** Change the information displayed on the screen.
2. **Enable quick-edit grading:** Makes the Score column editable. Click Save if you aren't ready to submit those scores to the Gradebook. Submit All Scores will save and submit all scores.
3. **Tools menu:**
  - a. **Return all scores:** Sends all scores and feedback to the student to view.
  - b. **Curve Scores:** (where available) Specify a new maximum score that will scale all scores.
  - c. **Batch update scores:** Make the same score edit to all students.
    - **Auto-fill scores:** Specify a group of students, then assign a new score and click Update.
    - **Excuse:** Specify a group of students, then click Update.
    - **Allow Retry:** Specify the group of students then click Update.
  - d. **Go to Editor:** Takes you directly to the Editor of the selected activity to make changes.
4. **Filter by group:** Filter by any special groups that were created.
5. **Clipboard icons:** Select students from the list and click the + icon to add them to the clipboard. Then, click on the Clipboard icon to open the Clipboard page. (See the [Clipboard Page](#) section for details on how to utilize this page.)
6. **Access student submission details:** Click any student's name to open their submission details in the Grade Editor for the selected activity. (See the [Grade Editor](#) section below for more details.)



## Grade Editor: student submission screen

- Navigate to the previous or next student submission for the selected activity using the arrows in the toolbar.
- The left panel displays information about the selected student's activity submission.
  - Preview the activity without leaving the grader by clicking on the *activity title link* (blue) under the student's name.
  - Content tab*: If submitted, displays the student's completed activity. You can adjust individual question scores here.
  - Score/Activity History tab*: Tracks all activity attempts, time spent, and score history.
  - Submission History tab*: Displays the most recent graded submission and completion date.
  - Analytics*: Compares the selected student's performance to the rest of the class.
  - Objectives*: (Assessments only) View objectives aligned with the assessment and the student's performance for each one.
- The right panel provides you with the grading functions below.
  - Score*: Automatically calculated when possible. You can manually change this number. When a manual change occurs a *Revert to Calculated* button will appear.
  - Quick grade buttons*: *Full Credit* assigns full points, *No Credit* assigns zero points, and *Clear* removes all points.
  - Status*: Provides quick view of the activity's status for the selected student.
  - SAVE DRAFT*: Saves the data you've entered in this screen without returning it to the student. You can edit it before submitting the grade.
  - SUBMIT SCORE*: Saves the grade to the student's gradebook for them to see.
  - EXCUSE*: The student is no longer required to complete this activity. Appears as an **X** in the student's gradebook and is not calculated in their final score. Once selected, the button changes to *Un-excuse* to reverse the action.
  - ALLOW RETRY*: Gives the student another chance to submit the activity. Once selected, the button changes to *Un-allow Retry*.

- h. **OVERRIDE COMPLETE:** Removes the “Required to complete before continuing” setting from the selected student. Once selected, the button changes to Un-complete to undo the override.
- i. **Feedback/Private Note:** Edited the same way. Feedback is visible to student while the Private Note is just for you.
- j. **Returned Attachments:** Appears between the *Feedback* and *Private Note* boxes for Dropbox assignments. Use this to return attachments to the student.



**Student Grader - Chapter 6 Exam** | **1** | < AP177723, ALEXUS    CB183085, CHELSIE > | Brandi Bartley

**2** | **3** | Score:  / 10

**2** | FULL CREDIT | NO CREDIT | CLEAR

calculated from item  
 completed  retry allowed  has feedback

**3** | SAVE DRAFT | SUBMIT SCORE

\* EXCUSE | UN-ALLOW RETRY | **OVERRIDE COMPLETE**

**Feedback (Visible to Student)**

B / I U

Great Job Christine!

Insert Template +

Returned Attachments ▾

Private Note (Not Visible to Student) ▾

**Content** | Score/Activity History | Submission History | Analytics | Objectives

**Questions**

✓ 1. Use synthetic division and the Remainder Theorem to find  $P(-5)$  if  $P(x) = -x^3 - 4x^2 + x - 2$ .  
 SHOW ALL WORK FOR MAXIMUM CREDIT!

$P(-5) = \underline{\hspace{2cm}}$

the answer is IDK

**2** / 2

X 2. Divide.

|                                                                               |                           |
|-------------------------------------------------------------------------------|---------------------------|
| X <input type="button" value="a"/> 1. $(2x^3 - 4x + 3) \div (x - 1)$          | a. $x^2 + 3x - 7, R 15$   |
| X <input type="button" value="c"/> 2. $(x^3 - 4x^2 + x - 5) \div (x + 2)$     | b. $x^2 - 6x + 13, R -31$ |
| X <input type="button" value="b"/> 3. $(x^3 + 5x^2 - x + 1) \div (x + 2)$     | c. $2x^2 - 13x + 15$      |
| X <input type="button" value="d"/> 4. $(2x^3 - 11x^2 + 2x + 15) \div (x + 1)$ | d. $2x^2 + 2x - 2, R 1$   |

**0** / 4

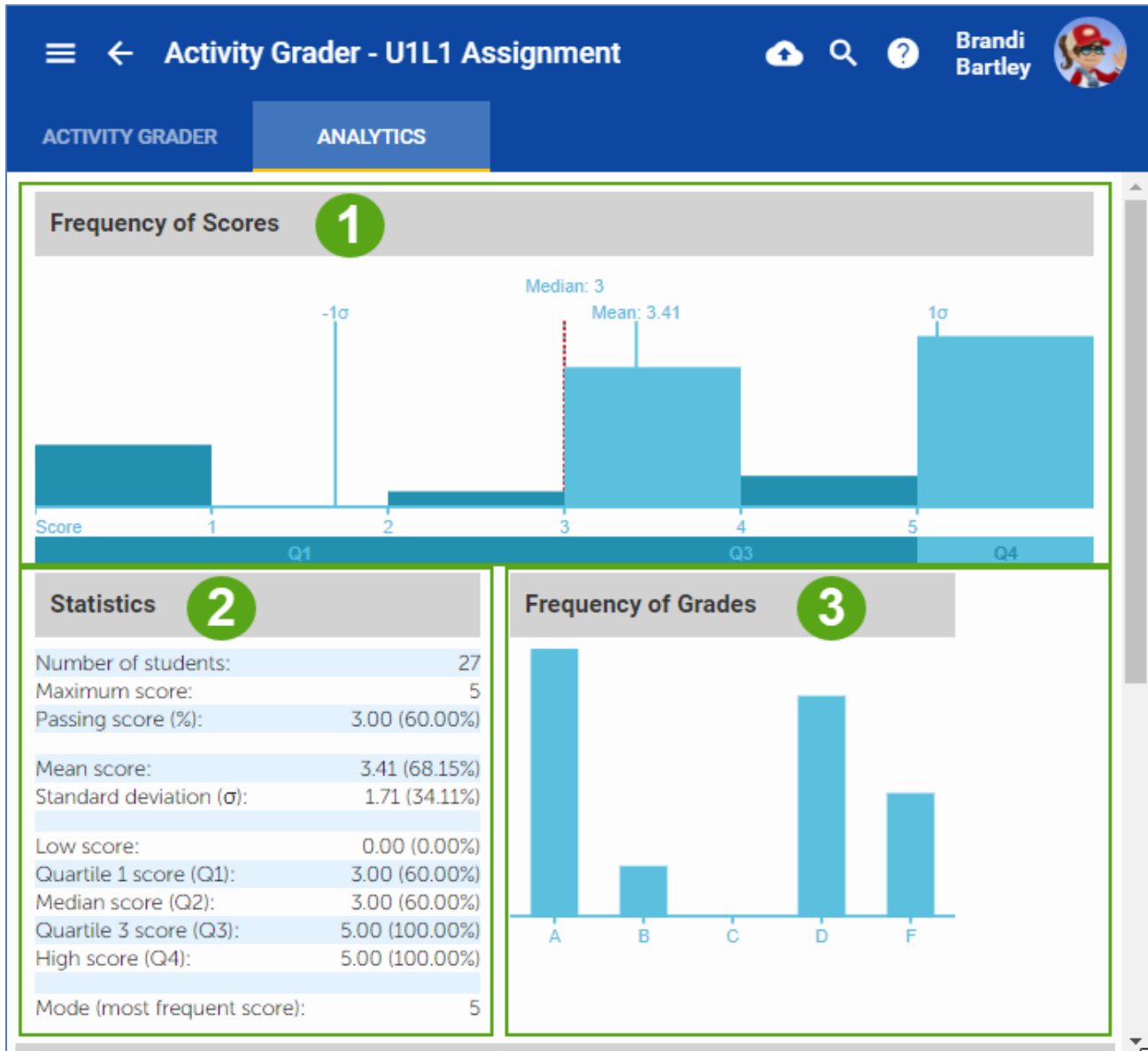
✓ 3. write a polynomial in standard form with zeros -2, -2, and 2.  
 SHOW ALL WORK FOR MAXIMUM CREDIT!

the answer is yes

## Analytics tab:

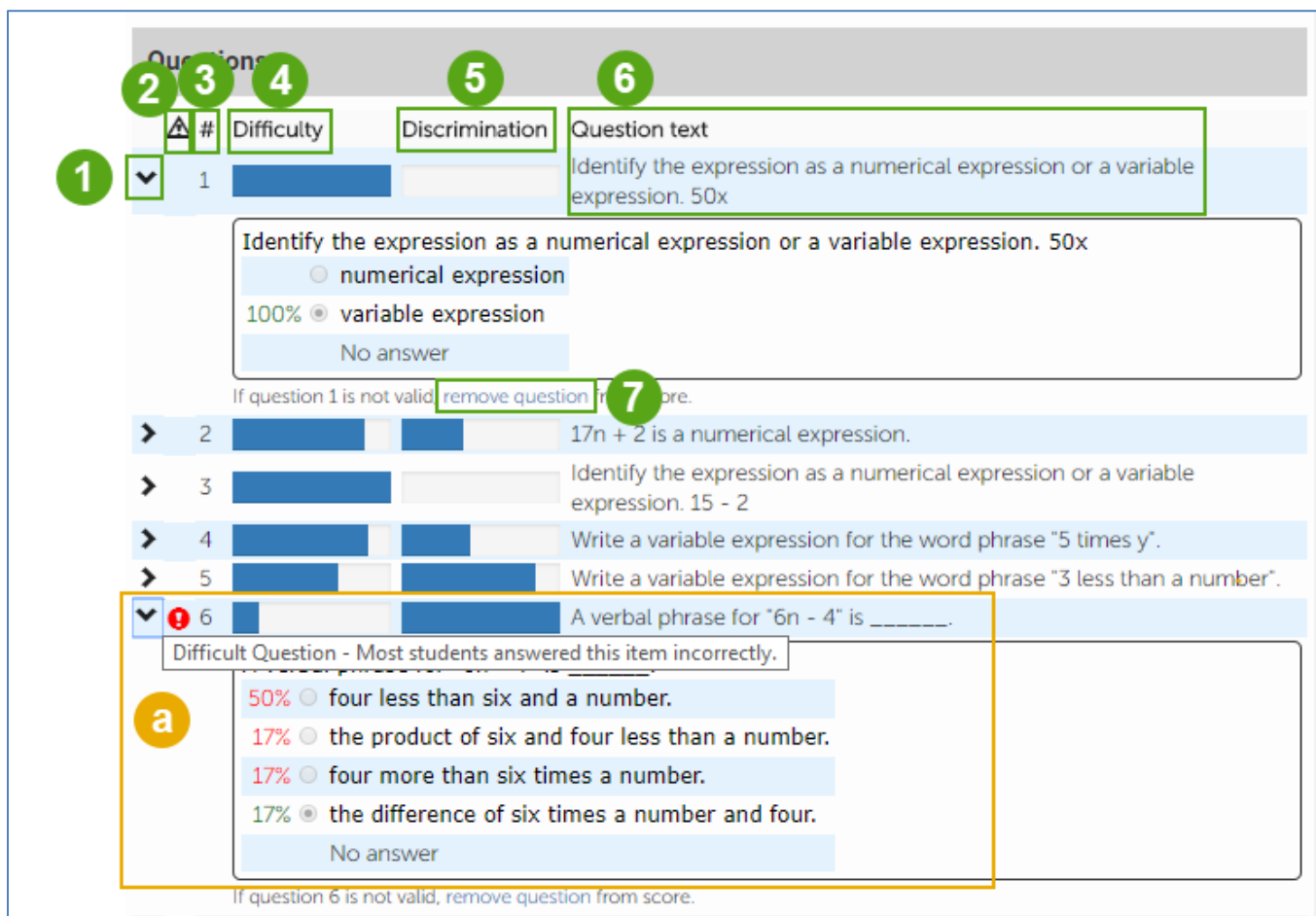
### Activity Analytics:

1. Frequency of Scores: Bar graph displaying score distribution and provides values for the passing threshold, mean, median, standard deviations, and quartiles.
2. Statistics: Displays data for the selected activity.
3. Frequency of Grades: Bar graph that breaks the data down according to the course's grading scheme.



## Review Question Analytics:

1. **Expand arrow:** Click the arrow to expand the question. Shows the percentage of students that selected each possible answer.
2. **Alert column:** Displays alerts for potential concerns regarding the question's difficulty based on student performance patterns. Hover over the alert for more information.
3. **# column:** Click to sort by question number.
4. **Difficulty column:** Estimates question difficulty based on the percentage of students that answered correctly.
  - a. *For example:* in the screenshot below, #6 has a high difficulty alert. The blue bar is short indicating very few students answered correctly.
5. **Discrimination column:** Estimates how well the question indicates students' understanding of the concept being tested. Questions where almost no one answered them correctly (difficult), or all answered right (easy) have low discrimination.
6. **Question text column:** Displays the question text.
7. **Remove question:** Excludes the question from impacting the student scores. Once selected, the question becomes grayed. Click the *include question* to reverse the action.



The screenshot shows a table of questions with the following columns: #, Difficulty, Discrimination, and Question text. The questions listed are:

| # | Difficulty       | Discrimination   | Question text                                                                        |
|---|------------------|------------------|--------------------------------------------------------------------------------------|
| 1 | [Blue bar]       | [Light blue bar] | Identify the expression as a numerical expression or a variable expression. $50x$    |
| 2 | [Blue bar]       | [Light blue bar] | $17n + 2$ is a numerical expression.                                                 |
| 3 | [Blue bar]       | [Light blue bar] | Identify the expression as a numerical expression or a variable expression. $15 - 2$ |
| 4 | [Blue bar]       | [Light blue bar] | Write a variable expression for the word phrase "5 times y".                         |
| 5 | [Blue bar]       | [Light blue bar] | Write a variable expression for the word phrase "3 less than a number".              |
| 6 | [Short blue bar] | [Light blue bar] | A verbal phrase for " $6n - 4$ " is _____.                                           |

Question 6 has a red alert icon and a tooltip that reads: "Difficult Question - Most students answered this item incorrectly." The expanded view for Question 1 shows the following answer options and percentages:

- numerical expression (0%)
- 100% variable expression
- No answer

Question 6's expanded view shows the following answer options and percentages:

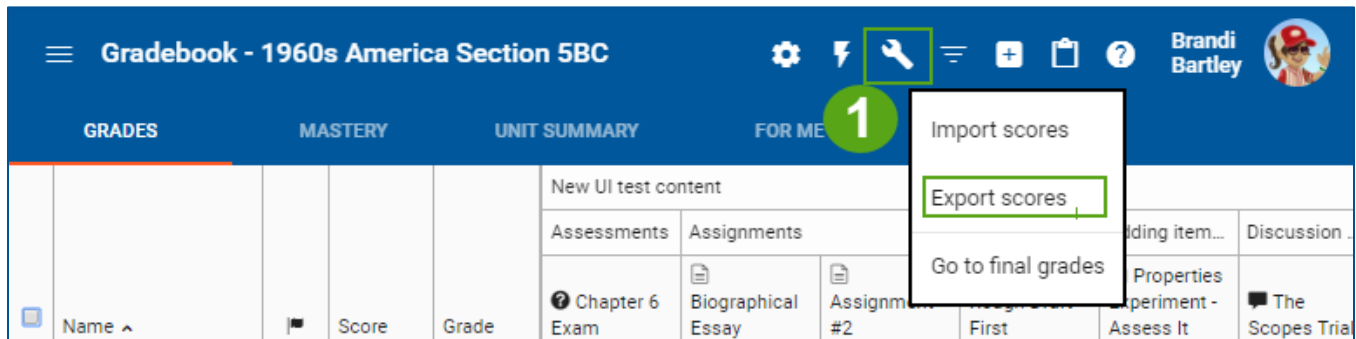
- 50% four less than six and a number.
- 17% the product of six and four less than a number.
- 17% four more than six times a number.
- 17% the difference of six times a number and four.
- No answer

## Gradebook: Exporting Grades

Every nine weeks we ask that our teachers export the gradebooks of each course section that they teach. This is important because exporting your gradebook allows you to have a digital copy in the event of a system outage or failure.

### Finding 'Export Scores'

1. From within the Gradebook, click on the *Tools* icon in the toolbar, then select *Export Scores* from the menu.



### Export Settings

From the options listed, please make sure that only the items listed below have a check mark next to them.

#### Student Identifier

First Name  
User Name

#### Activity Score

Points  
Possible

#### Course Grade

Points

#### Activity Selection

All is checked

#### Activity Identifier

Title

#### File Information

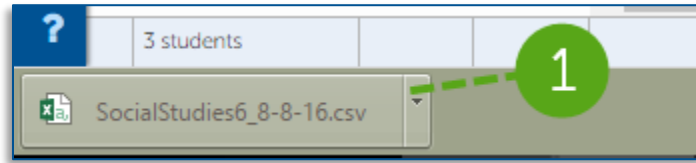
File Name: Course\_Date  
(ex: Math3\_8-8-2016)  
File Type: Comma-separated file (\*.csv)

Once all items listed above are selected, click the *Export* button to export your gradebook.



## Opening, Viewing, and Saving the Export File

- Once you've clicked *Export*, a download bar will appear at the bottom of Google Chrome with the file you just created. Click on the file name to open.



- The file will open in Microsoft Excel. When it does, you will see all the information you just exported from Buzz.

Here is an example of what you will see:

- First Name
- Username
- Overall Course Points
- Assignment Name
  - Earned Points
  - Possible Points

|   | A          | B        | C      | D              | E        |
|---|------------|----------|--------|----------------|----------|
| 1 | First Name | Username | Points | Chapter 6 Exam |          |
| 2 |            |          |        | Points         | Possible |
| 3 | Christine  | ccrow    | 74     | 4              | 10       |
| 4 |            |          |        |                |          |
| 5 | A          | B        | C      | D              | E        |
| 6 |            |          |        |                |          |
| 7 |            |          |        |                |          |
| 8 |            |          |        |                |          |
| 9 |            |          |        |                |          |

**Please note:** There are two columns under the assignment name. The first column is the assignment's *Earned Points* and the second column is its *Possible Points*.

- After you have viewed the information in Excel and made sure that everything is correct, please save the file to a safe place on your computer. Preferably somewhere you can easily find them in case of an emergency. A recommended location would be in a folder in *My Documents* or your *OneDrive*.
- Repeat these steps every nine weeks for each course that you teach.

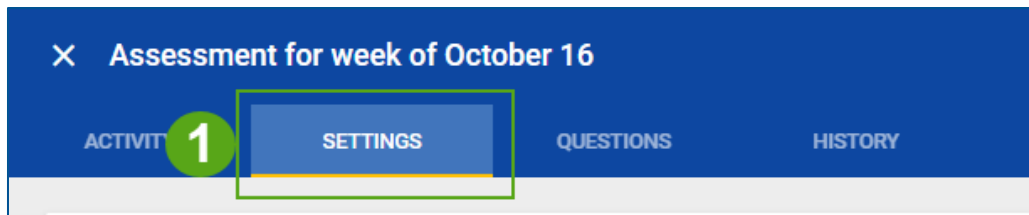
## Gradebook: Viewing Quarters (ONLY VC/VS)

When assigning work to your gradebook you will need to make sure that the points are added to the correct quarter. This next section will show you how to setup and view your assignments correctly for quarters.

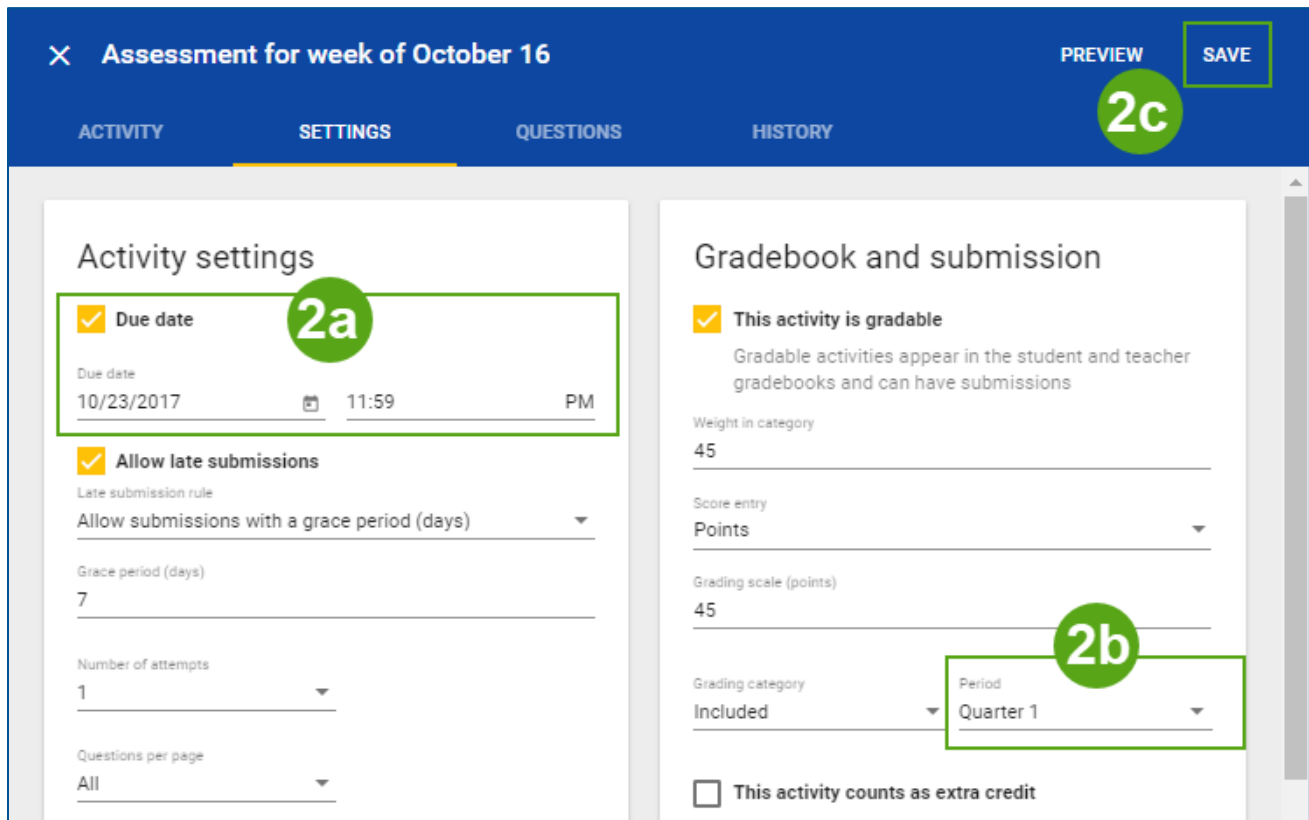
### Assessment Gradebook Settings

In this example we will be assigning an assessment to the 2<sup>nd</sup> Quarter.

1. Create or edit an assessment in the Editor, and click on the *Settings* tab.



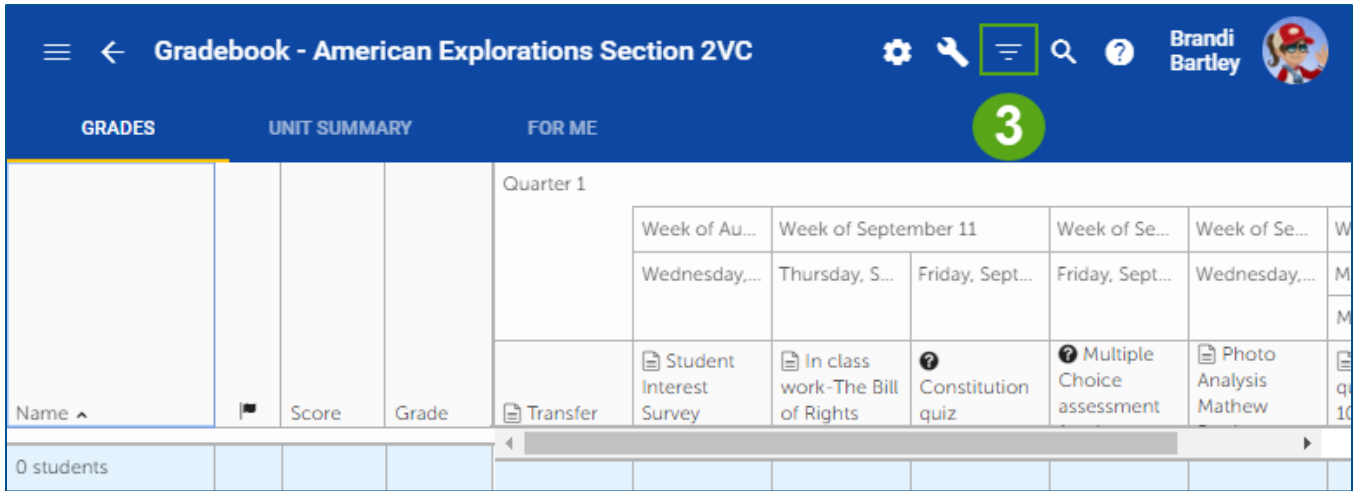
2. With the Settings tab open make sure you have the following settings correct:
  - a. *Due Date*: Make sure that your *Due Date* falls in the correct grade period.
  - b. *Period*: Set the grading period to match the assignments due date.
  - c. *Save*: Click save to make sure your settings stay.



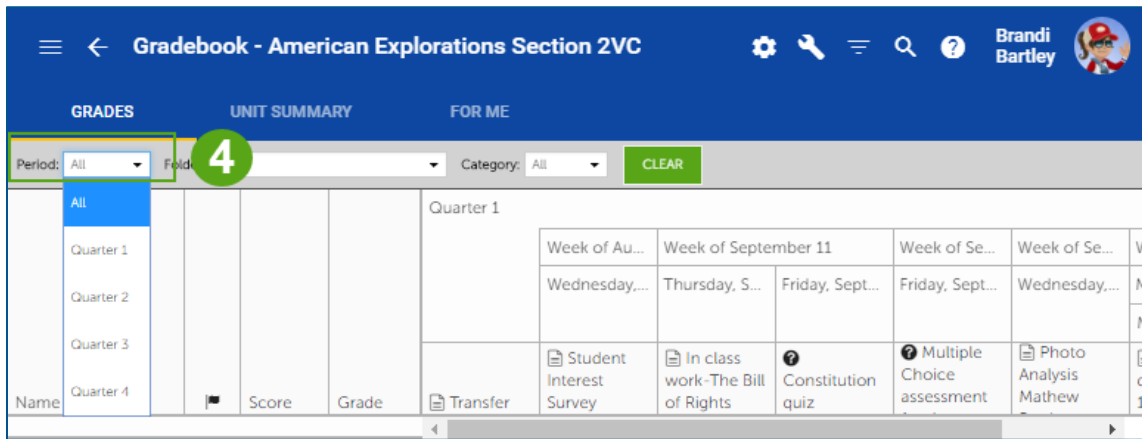
The screenshot shows the 'Settings' tab of the assessment editor. The title is 'Assessment for week of October 16'. In the top right corner, there are 'PREVIEW' and 'SAVE' buttons. The 'SETTINGS' tab is highlighted, and a green circle with the number '2c' is placed over the 'SAVE' button. The main content area is divided into two columns: 'Activity settings' and 'Gradebook and submission'. In the 'Activity settings' column, the 'Due date' section is highlighted with a green box and a green circle with the number '2a'. The 'Due date' is set to '10/23/2017' at '11:59 PM'. Below it, the 'Allow late submissions' section is also highlighted with a green box. In the 'Gradebook and submission' column, the 'Period' dropdown menu is highlighted with a green box and a green circle with the number '2b'. The 'Period' is set to 'Quarter 1'. At the bottom of the 'Gradebook and submission' section, there is a checkbox for 'This activity counts as extra credit' which is currently unchecked.

## Viewing Gradebook Settings

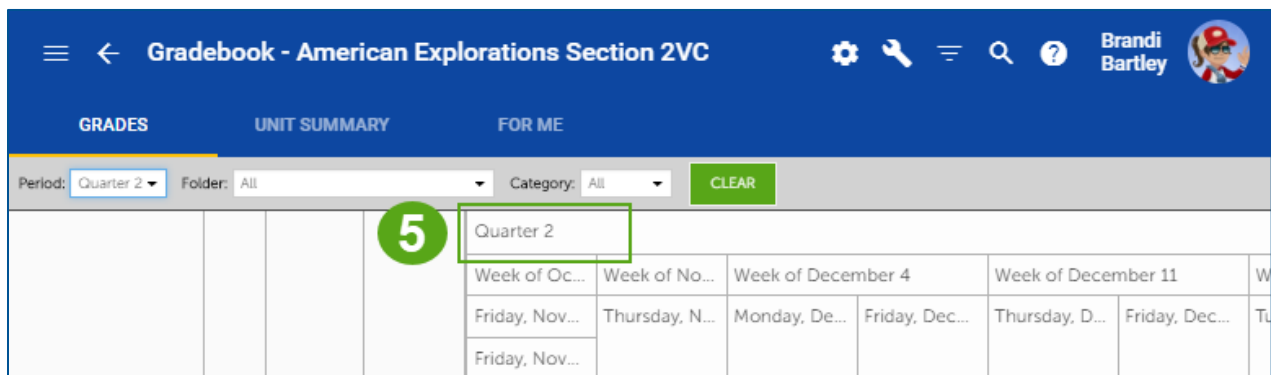
- From inside the gradebook of your course click on the *Filter* icon.



- The *Filter toolbar* will appear above the gradebook. Click the dropdown arrow next to *Period* and select the quarter you wish to view. (Only for VC / VS)



- Your gradebook will now display only those assignments that impact the quarter you selected.



## Blended Classroom - Course Structure

### Live Class Link and Information

- o Live Class Information
- o Blackboard Collaborate
- o Live Class Session Materials
- o Recorded Lessons
  - Emergency Lesson 1
  - Emergency Lesson 2

(Folder)  
 (Rich Text Activity)

(Folder)  
 (Folder – Hidden from Students)  
 (Rich Text Activity)  
 Visibility = Not visible in table of contents  
 Visibility = Not visible to students

(Rich Text Activity)  
 (Rich Text Activity)  
 Visibility = Not visible in table of contents  
 Visibility = Not visible to students

### Teacher Information

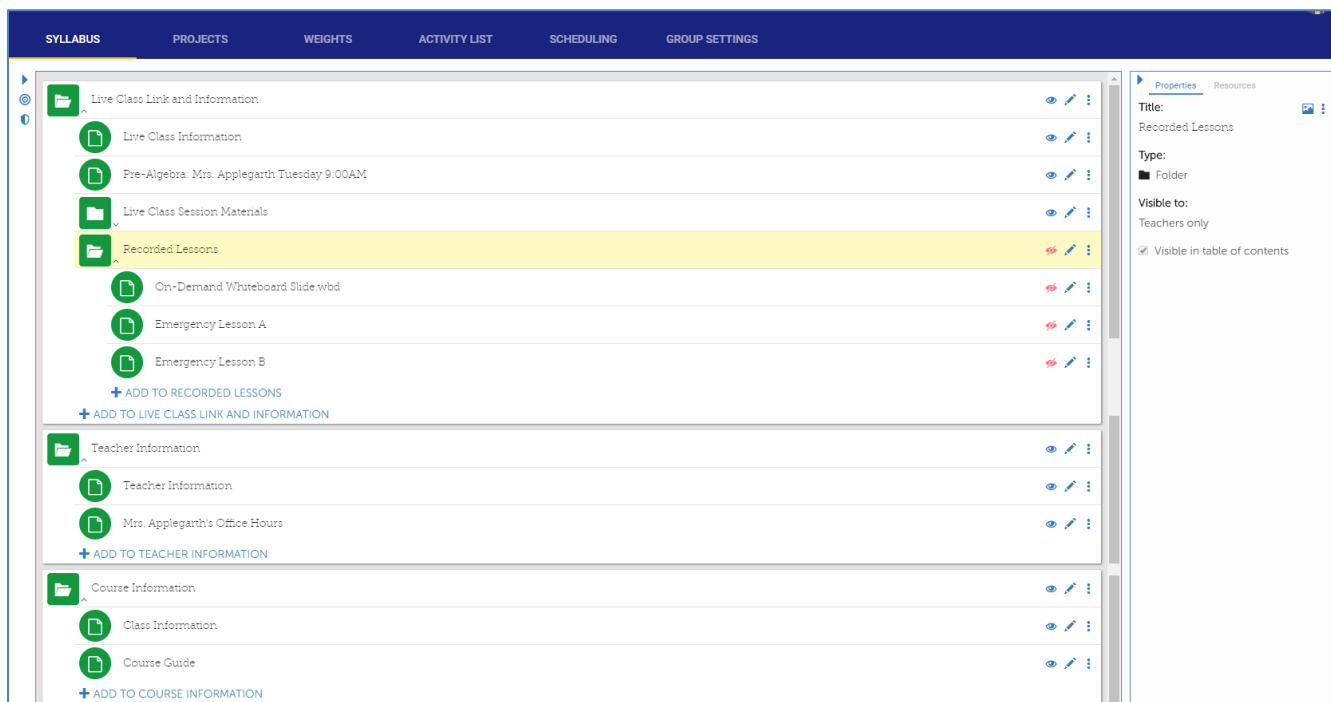
- o Teacher Information

(Folder)  
 (Rich Text Activity)

### Course Information

- o Course Information

(Folder)  
 (Rich Text Activity)



## BC - Live Session Link

This section will show you how to create your Collaborate Links.

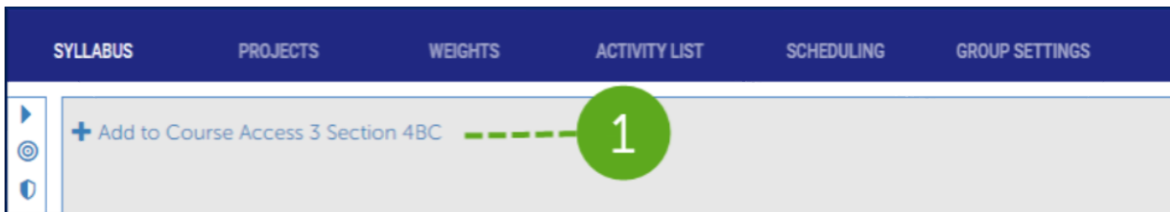
### Grades K-4 (and Grade 5 Calvert):

You will need to create these items from within your *Course Access* page in Buzz.

### Grades 5-12:

You will need to create these items from within your *Course* page in Buzz.

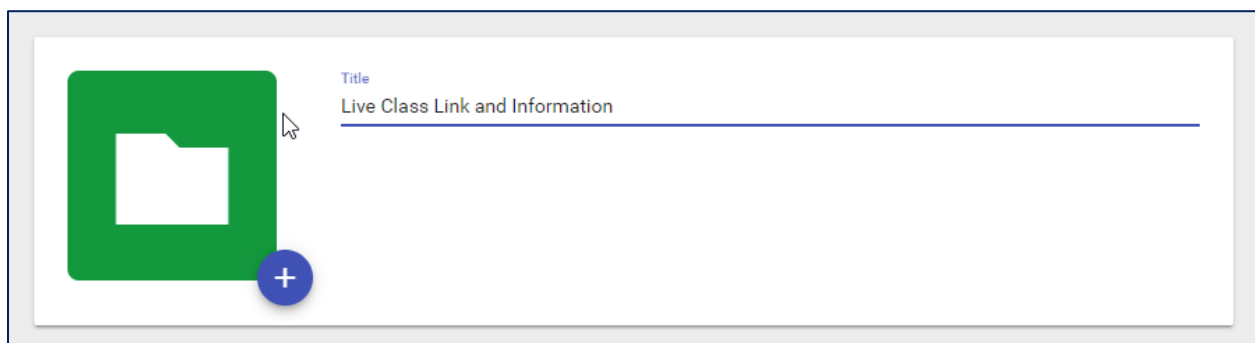
1. *Grades K-4:* Click on **+ Add to** the name of your course access page.  
*Grades 5-12:* Click on **+ Add to** the name of our course page.



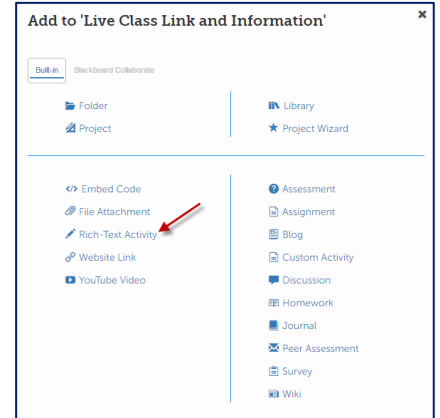
2. Click on *Folder* from the *Add to* menu.



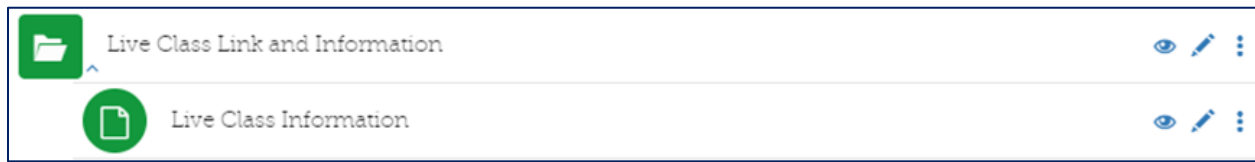
3. Name the folder *Live Class Link and Information*.



4. Expand your *Live Class Links and Information* folder and add the following item:
  - *Live Class Information (Rich Text Activity)*



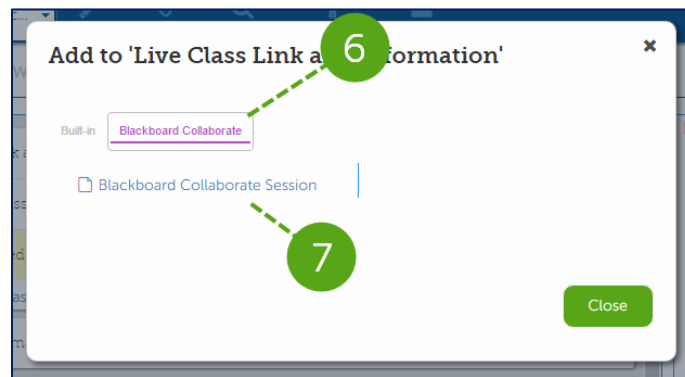
Your folder should look like this:



5. Expand your *Live Class Links and Information* folder and add the following item:
  - *Blackboard Collaborate*



6. Click on the *Blackboard Collaborate* tab in the Add to menu.
7. Select *Blackboard Collaborate Session*.

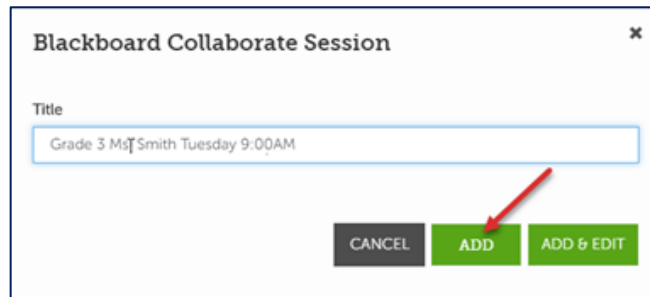


8. Title the session activity **Grade:** **Teacher Name** **Class Time** AM/PM

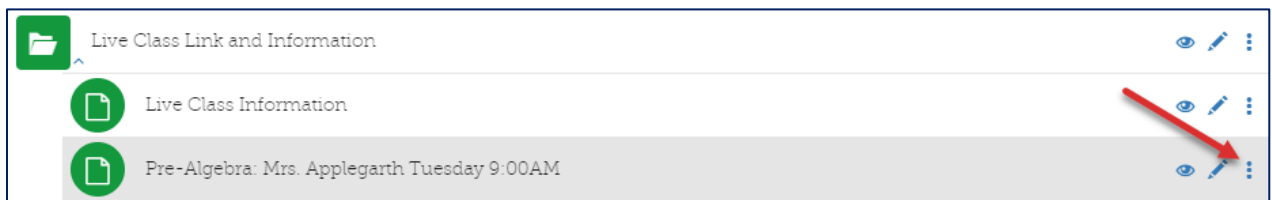
*Example:*

**Grade 3:** **Ms. Smith** **Tuesday 9:00AM**

9. Click **Add** when finished.



10. Click on the **three dots** next to the live class link that you created and select **Preview**. This will open a new tab in your browser.



11. Click on + **Create Session** to create your Collaborate Session.



12. From the **Information** tab, edit your session information as follows:

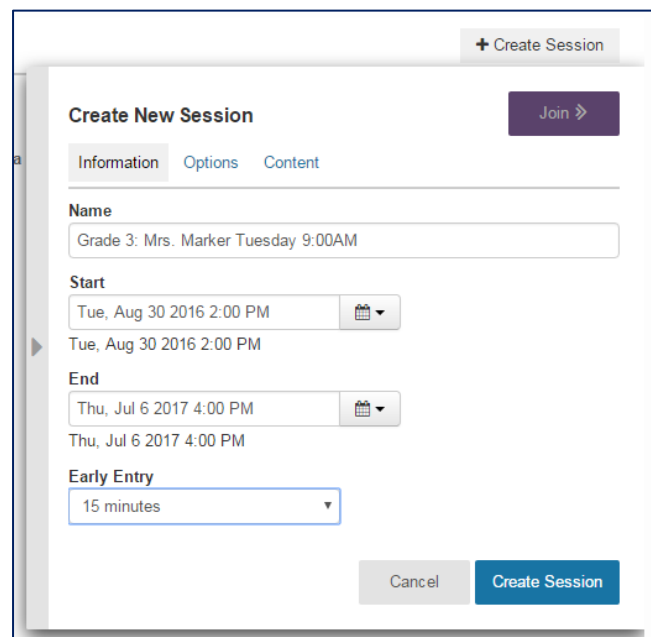
- **Name:**  
Grade **Teacher Name** **Class Time** AM/PM

*Example:*

**Grade 2:** **Mr. Smith** **Wednesday 10:00AM**

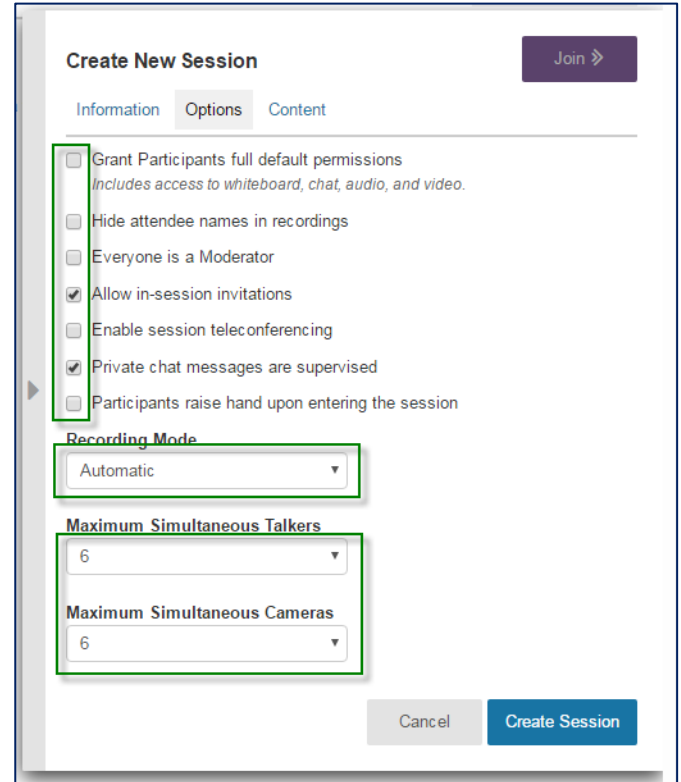
**English 9:** **Mr. Smith** **Thursday 1:00PM**

- **Start:** This should be the day before the first day of school. The time should 12:00 AM.
- **End:** This should be the day after the last day of the current school calendar year



13. On the *Options* tab, use the settings described below.

- Grant Participants full permissions:  
**UNCHECKED**
- Hide attendees name in recording:  
**UNCHECKED**
- Everyone is a Moderator:  
**UNCHECKED**
- All in-session invitations:  
**CHECKED**
- Enable session teleconferencing:  
**UNCHECKED**
- Private chat messages are supervised:  
**CHECKED**
- Participants raise hand upon entering the session:  
**UNCHECK**
- Recording:  
**AUTOMATIC**
- Maximum Simultaneous Talkers: 6
- Maximum Simultaneous Cameras: 6



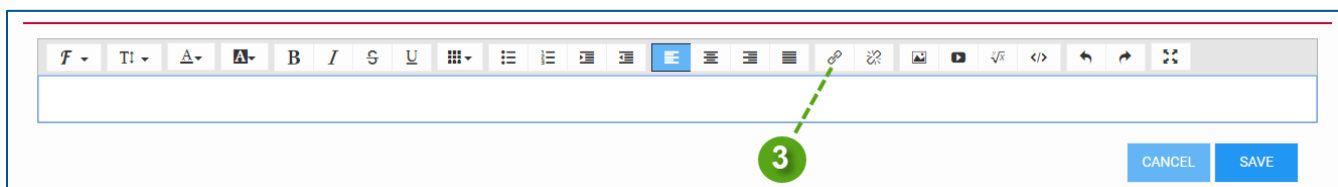
14. When you're finished, click *Create Session*.

## BC - Adding Class Link to Course Landing Page

1. Once you've created and configured your Blackboard Collaborate session(s), click on the *Activities* icon in the *Main Menu* from within either your Course Access (K-4 and Calvert 5) or Course Section (5-12).
2. From the homepage of your course, click on *Add Landing Page Content*.

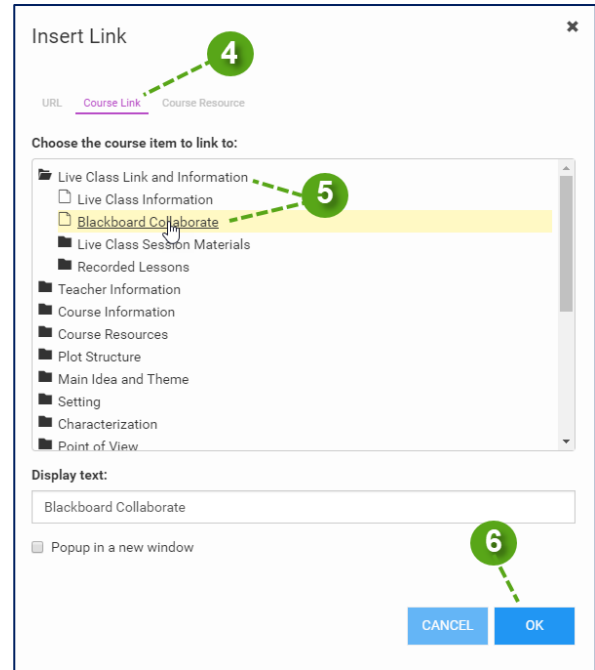


3. Click on the *Hyperlink* icon from the text editor options menu.

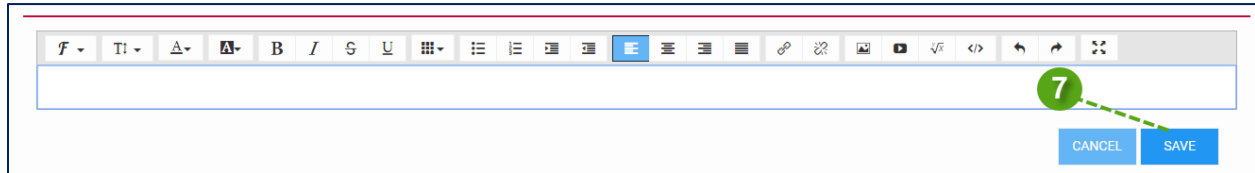




4. Click the *Course Link* tab.
5. Navigate to the *Live Class Link and Information* folder to expand it. Then choose the *Blackboard Collaborate Live Class Session Link* you just created. (i.e. Grade/Name/Day/Time.)
6. Click *OK* to insert the course link.



7. Once you have inserted your live class link(s), click *Save*.



## Virtual Classroom - Course Structure

### Live Class Link and Information

- Live Class Information
- Blackboard Collaborate
- Live Class Session Materials
- On Demands
  - Emergency Lesson 1
  - Emergency Lesson 2

(Folder)

(Rich Text Activity)

(Folder)

(Folder – Hidden from Students)

(Rich Text Activity)

Visibility = Not visible in table of contents

Visibility = Not visible to students

(Rich Text Activity)

Visibility = Not visible in table of contents

Visibility = Not visible to students

### Teacher Information

- Teacher Information

(Folder)

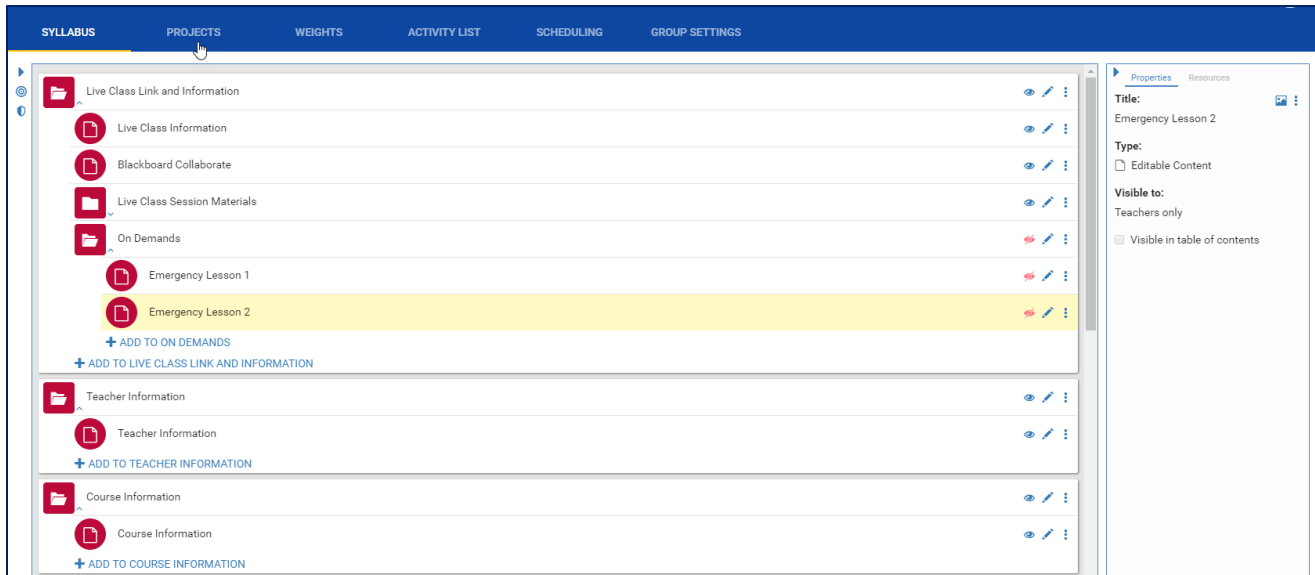
(Rich Text Activity)

### Course Information

- Course Information

(Folder)

(Folder)



## VC - Live Session Link

This section will show you how to create your Collaborate links.

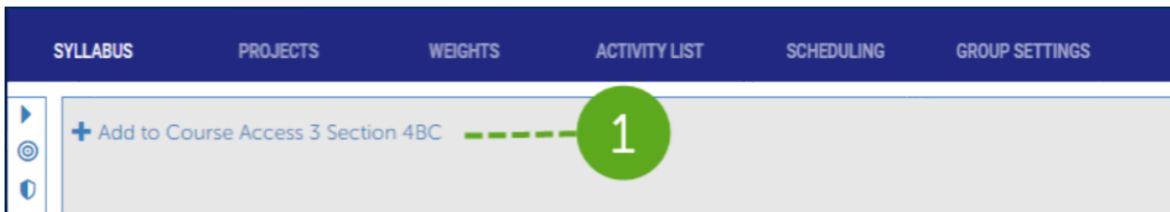
### Grades 2-4:

You will need to create these items from within your *Course Access* page in Buzz.

### Grades 5-12:

You will create these items from within your *Course* page in Buzz.

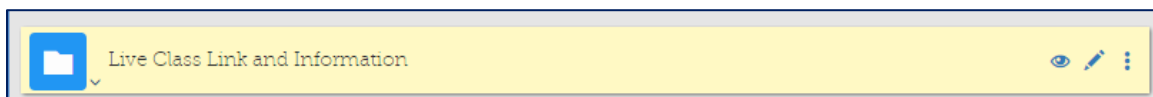
1. *Grades 2-4:* Click on + *Add to* the name of your course access page or.  
*Grades 5-12:* Click on + *Add to* Live Class Link and Information.



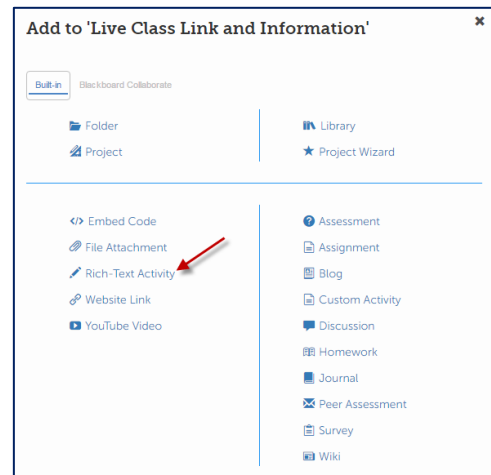
2. *Grade 2-4 ONLY:* Click on *Folder* from the *Add to* menu.



3. *Grade 2-4 ONLY:* Name the folder *Live Class Link and Information*.



4. *Grade 2-4 ONLY:* Expand your *Live Class Links and Information* folder and add the following item:
  - *Live Class Information (Rich Text Activity)*



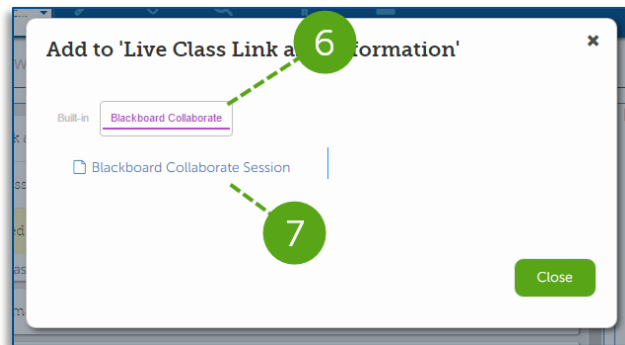
Your folder should look like this:



5. **All:** Expand your *Live Class Links and Information* folder and add the following item:
  - *Blackboard Collaborate*

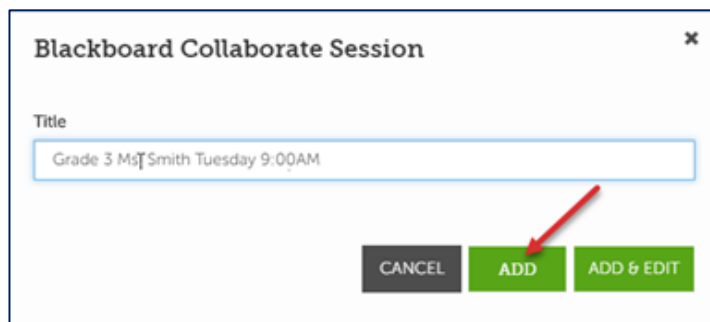


6. Click on the *Blackboard Collaborate* tab in the *Add to* menu.
7. Select *Blackboard Collaborate Session*.

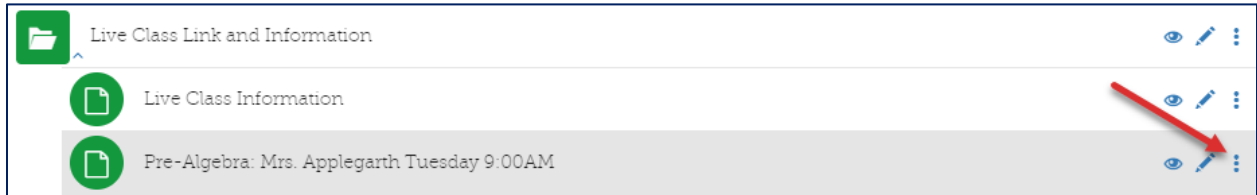


8. Title the session activity Grade or Class: **Teacher Name** **Class Time** AM/PM  
 Example – Grade 3: **Ms. Smith** **9:00AM**  
 Example – Algebra I: **Mr. Bell** **10:00AM**

9. Click *Add* when finished.



10. Click on the three dots next to the live class link that you created and select *Preview*. This will open a new tab in your browser.



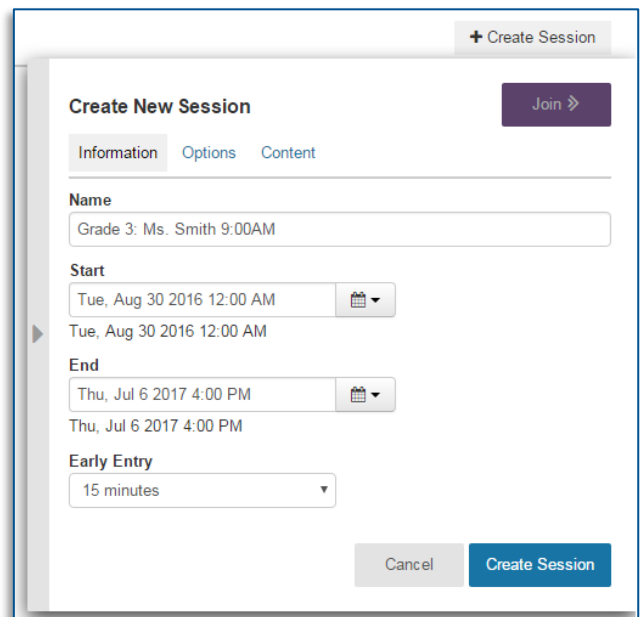
11. Click on *+ Create Session* to create your Collaborate Session.



12. From the *Information* tab, edit your session information as follows:

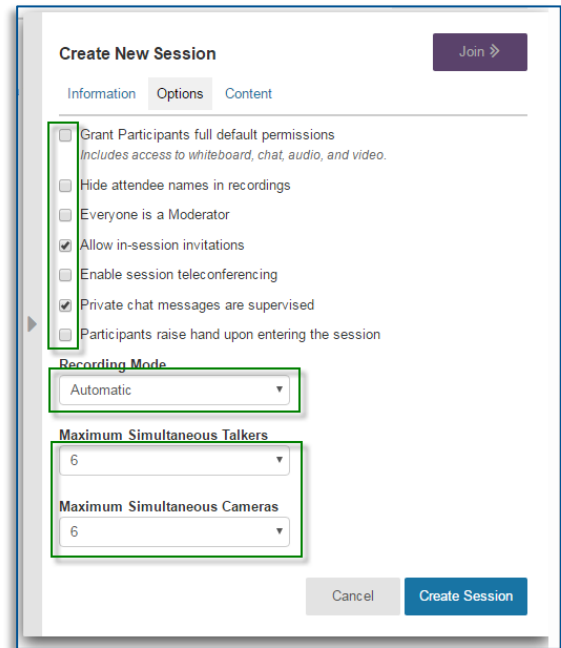
- Name:**  
Grade **Teacher Name** **Class Time AM/PM**

*Example*  
Grade 2: **Mr. Smith** **10:00AM**  
English 9: **Mr. Smith** **1:00PM**
- Start:** This should be the day before the first day of school. The time should 12:00 AM.
- End:** This should be the day after the last day of the current school calendar year



13. In the *Options* tab, use the settings described below.

- Grant Participants full permissions:  
**UNCHECKED**
- Hide attendees name in recording:  
**UNCHECKED**
- Everyone is a Moderator:  
**UNCHECKED**
- All in-session invitations:  
**CHECKED**
- Enable session teleconferencing:  
**UNCHECKED**
- Private chat messages are supervised:  
**CHECKED**
- Participants raise hand upon entering the session:  
**UNCHECK**
- Recording:  
**AUTOMATIC**
- Maximum Simultaneous Talkers: 6
- Maximum Simultaneous Cameras: 6



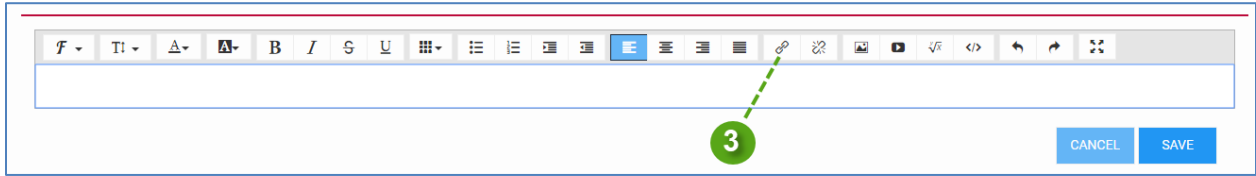
14. When you're finished, click *Create Session*.

## VC - Adding Class Link to Course Landing Page

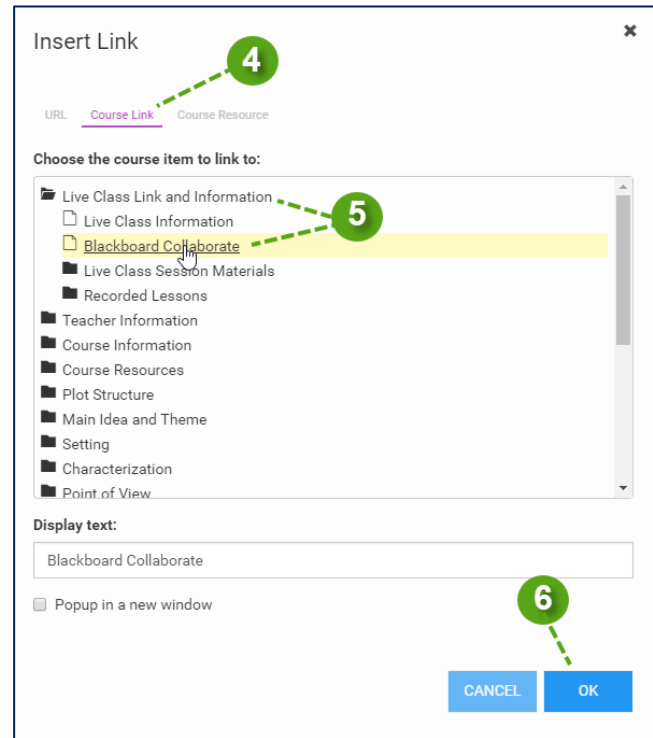
1. Once you've created and configured your Blackboard Collaborate session(s), click on the *Activities* icon in the *Main Menu* from within either your Course Access (2-4) or Course Section (5-12).
2. From the homepage of your course, click on *Add Landing Page Content*.



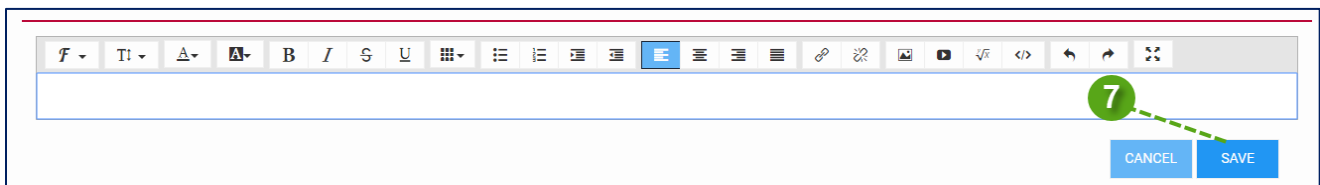
- Click on the *Insert Course Link* icon from the text editor options menu.



- Click the *Course Link* tab.
- Navigate to the *Live Class Link and Information* folder to expand it. Then choose the *Blackboard Collaborate Live Class Session Link* you just created (i.e. Grade/Name/Day/Time).
- Click *OK* to insert the course link.



- Once you have inserted your live class links(s), click *Save*.





The Pennsylvania Cyber Charter School

# Induction Handbook

2024 – 2025





About

# PA Cyber

Serving students in kindergarten through 12th grade, the Pennsylvania Cyber Charter School (PA Cyber) is one of the largest, most experienced, and most successful online public schools in the nation. PA Cyber's online learning environments, personalized instructional methods, and choices of curricula connect Pennsylvania students and their families with state-certified and highly-qualified teachers, and rich academic content that is aligned to state standards. Founded in 2000, PA Cyber is headquartered in Midland (Beaver County) and maintains a network of support offices throughout the state. As a public school, PA Cyber is open for enrollment by any school-age child residing in the Commonwealth of Pennsylvania, and does not charge tuition to students or families.

Non-Discrimination Statement – Students; The Pennsylvania Cyber Charter School ("PA Cyber" or "the School") does not discriminate against protected students as defined by applicable federal, Pennsylvania state or local laws, including but not limited to the Pennsylvania Human Relations Act, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973. PA Cyber is an equal opportunity educational institution and does not discriminate unlawfully in its educational programs, policies, activities, or admissions practices on the basis of sex, race, color, national origin, religion, age, disability, genetic information, or any other classification protected by applicable federal, state, or local laws.



# Table of Contents

|                                                                        |       |
|------------------------------------------------------------------------|-------|
| Induction Participants                                                 | 2     |
| Goals and Competencies                                                 | 7     |
| Needs Assessment                                                       | 10    |
| Professional Development Activities & Topics                           | 15    |
| Evaluation and Monitoring                                              | 18    |
| Participation/Completion                                               | 20    |
| Addendums                                                              | 21    |
| Addendum 1: Danielson Framework for Teaching                           | 21    |
| Addendum 2: Code of Professional Practice and Conduct for Educators    | 42    |
| Addendum 3: Needs Assessment for Inductees - Teachers                  | 45    |
| Addendum 4: Needs Assessment for Inductees – Special Education Teacher | 46    |
| Addendum 5: Needs Assessment for Inductees - School Counselor          | 47    |
| Addendum 6: Needs Assessment for Inductees - School Nurse              | 48    |
| Addendum 7: Needs Assessment for Inductees - School Psychologist       | 49    |
| Addendum 8: Monthly Induction Report - Teacher                         | 50    |
| Addendum 8A: Monthly Induction Report – Special Ed Teacher September   | 51    |
| Addendum 9: Monthly Induction Report –School Counselor                 | 53    |
| Addendum 10: Monthly Induction Report – School Nurse                   | 54    |
| Addendum 11: Monthly Induction Report – School Psychologist            | 55    |
| Addendum 12A: Lesson Reflection Reports (12A, 12B, 12C, 12D)           | 56-66 |
| Addendum 13: Suggested Topics for Administrative Work Sessions         | 67    |
| Addendum 14: In-Service/PD Activity Reflection                         | 69    |
| Addendum 15: End of Year Induction Reflection – Mentor                 | 70    |
| Addendum 16: End of Year Induction Reflection – Inductee               | 71    |
| Addendum 17: Induction Certificate of Completion                       | 72    |

# Induction Participants

## Induction Program Framework



**PA Cyber is required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a 2-year state-approved teacher induction plan for professional employees engaged in their initial teaching experience, long term substitutes who are hired for a position for 45 days or more, and for educational specialists.**

## PA Cyber Educator Induction Council

| <b>Name</b>            | <b>Category (Job Title)</b>                           | <b>Selected by</b>            |
|------------------------|-------------------------------------------------------|-------------------------------|
| Dr. Francie Spigelmyer | Chief Academic Officer (CAO)<br>Induction Coordinator | Chief Executive Officer (CEO) |
| Sean Wisniewski        | Assistant Principal 9-12                              | Appointed by CAO              |
| Shawn Lanious          | Principal K-5                                         | Appointed by CAO              |
| Carol Newell           | Blended Teacher K-5                                   | Teachers                      |
|                        |                                                       |                               |
| Annie Hudson           | Virtual Teacher 6-8                                   | Teachers                      |
| Amanda Springer        | Special Education Teacher 9-12                        | Teachers                      |

## Responsibilities - Educator Induction Committee

**The educator induction committee in collaboration with PA Cyber’s Chief Academic Officer (CAO) will:**

- Ensure proper representation on the committee.
- Conduct meaningful needs assessment activities.
- Sustain an appropriate and fully developed educator induction program.
- Conduct an annual evaluation of the educator induction program.

## Responsibilities - Educator Induction Coordinator (CAO)

**The educator induction coordinator will perform the following:**

- Schedule and implement an appropriate Induction Program, designed, and directed by the educator induction committee.
- Chair the educator induction committee.
- Oversee the educator induction program.
- Maintain adequate record keeping of educator induction program activities and participating educators.
- Coordinate and oversee selection of mentors and assignment of inductees.
- Provide training for new mentors.
- Identify and provide for appropriate resources to support educator induction activities (i.e., time scheduling, space, and funding).



## Responsibilities - Teacher Induction and Certification Assistant

---

The Teacher Induction and Certification Assistant will:

- Validate and submit ACT 48 hours in the Professional Education Management System (PERMS).
- Assist all professional staff in the application, attainment, validation, and maintenance of appropriate certification.
- Collaborate with certified professional employees and human resources to ensure adherence to PDE's staffing policies (CSPG's) as mandated by the Pennsylvania Department of Education (PDE) and PA Cyber.
- Support in-service activities/professional development aligned with ACT 48 opportunities for state-mandated compliance.
- Support academic professional development/professional learning for the academic department.

## Membership, Roles, and Responsibilities - Induction Team

---

The Induction Team (principals, mentors, inductees, support staff/administrators) will

- Create additional educator induction teams which will include principals, mentors, inductees, and other support staff as needed.
- Collaborate with academy principals to organize building level orientation activities including: an introduction to the school and staff; school policies/procedures; and student populations.
- Facilitate the mentor/inductee relationship, ensuring reasonable working conditions, and formally evaluating inductees (principal role).
- Provide job-specific assistance/support to staff, teachers and/or specialists and other administrators as appropriate.

## Mentor Selection Criteria and Compensation

---

Chapter 49 requires a mentor relationship between the inductee, the teacher educator, and the induction team. The educator induction committee should determine the criteria for mentor selection (see 22 Pa. Code §49.16).

Serving as a mentor the candidate will:

- Hold similar certification and assignment.
- Demonstrate outstanding work performance and teaching excellence.
- Model continuous learning and reflection.
- Provide accurate/applicable knowledge of school policies, procedures, and resources.
- Work effectively with students and other adults.
- Willingly commit to a 2-year program cycle.
- Accept additional responsibility.
- Promote position school culture.
- Possess mentor training or previous leadership experience.
- Align schedules to conduct mentor/ inductee meetings regularly.
- Demonstrate proficiency in applying the Standards Aligned System (SAS).
- Offer expertise associated with Blooms Taxonomy and Webb's Depth of Knowledge.
- Support Inquiry-based learning utilizing effective open-ended questions along with open-ended tasks.
- Recommend differentiated learning that supports and develops higher order thinking skills and metacognitive skills.

- Create relevant and appropriate assessments based on standards and eligible content.
- Share expertise regarding data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS)).
- Illustrate writing appropriate and contextual Student Learning Objectives in accordance with Act 82 of 2012 (22 Pa. Code §19.1).

***Mentors are educators recognized for instructional leadership and their ability to work collaboratively on the development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership, for refining of skills, and for enhancing professional growth. PA Cyber recognizes the responsibilities and demands associated with the mentor role; thus, a stipend of \$1,000 for mentoring one staff member or \$1,500 for mentoring two staff members for the school year will be provided.***

## Mentor Supports

**Mentors provide the following types of support to inductees.**

**Instructional support including:**

- Classroom management
- Standards-based instructional planning and implementation.
- Standards-aligned teaching strategies.
- Effective planning strategies
- Differentiated instruction and supports for struggling students.
- Observations and conferencing with the beginning teacher.
- Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs.
- Data-informed decision making.

**Professional support including:**

- Information about school policies and procedures
- Student formative and summative assessments and evaluation.
- Educator Effectiveness in accordance with Act 13 of 2020 (22 Pa. Code §19.1).
- Information about quality professional development opportunities.

**Personal support including:**

- Introductions to other faculty, staff, and administrators.
- Promote positive school culture
- Time management
- Personal encouragement within the context of a confidential relationship.
- Liaison for referral to other key people and resources.

## Inductee Expectations

Inductee responsibilities include attending all orientation activities; seeking help when needed; observing experienced teachers/specialists; meeting regularly with assigned mentor; engaging with other inductees to discuss experiences; and evaluating the induction program.

**Inductees are expected to:**

- Participate in mentoring activities.
- Seek assistance from the assigned mentor, CAO/induction coordinator, principals/assistant principals, and other colleagues.

- Accept constructive feedback and apply recommendations to real world settings.
- Engage in open communication regarding inductee progress with the mentor, the CAO, and appropriate staff.
- Schedule mentor classroom observations.
- Schedule experienced teacher classroom observations aligned with the inductee's area of expertise.
- Maintain and submit accurate induction activity records (e.g., observations, training sessions, conferences) in order to be awarded an *Induction Completion Letter & Certificate*.
- Maintain a confidential relationship with the assigned mentor.

## Principal Supports

---

### **School principals provide support that includes:**

- Enabling opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). The code is found in Appendix C and sets forth rules of conduct to which professional educators are legally bound. New employees should be informed of the code and given a copy.
- Creating a culture of teaching and learning by supporting professional collaboration between and among new and experienced teachers.
- Designing appropriate schedules to support inductees as they develop best practices and professional skills.
- Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding etc.).
- Evaluating periodically (twice during the school year) non-tenured teachers using the Educator Effectiveness System in accordance with Act 13 of 2020.
- Facilitating activities to enhance the mentor/inductee relationship.
- Accepting the confidential relationship between each teacher and mentor.
- Identifying and selecting highly qualified mentors.
- Interacting with inductees individually and in small groups.
- Offering feedback and encouragement during the entire induction process.
- Supporting communication pathways for the inductee, mentor, administrators, and staff.

# Goals and Competencies

---





## Our Vision

---

Inspire today's learners to be tomorrow's thinkers.

## Core Values = “Is–Pie”

---

**I**ntegrity

**S**ervice

**P**rofessionalism

**I**nnovation

**E**xcellence

## Rationale for Induction Plan

---

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

The Chief Academic Officer (CAO)/Induction Coordinator, the Executive Coordinator for Academics, the Teacher Induction and Certification Assistant, the Induction Committee and the Induction Team will collaborate to include activities that focus on teaching diverse learners in inclusive settings. The plan will integrate induction activities that focus on the six identified elements of Pennsylvania's Standards Aligned System: Standard; Assessments; Curriculum Framework; Instruction; Materials and Resources and Safe and Supportive Schools. Specific training will be incorporated into the plan to provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching. Another goal of the plan is to provide experienced mentors as outlined by PDE guidelines to create a culture of support and professional collaboration among new and veteran teachers.

## Inductee Outcomes

---

### **Inductees will:**

- Assign challenging work to diverse student populations.
- Be knowledgeable of and understand the details and expectations of PA Cyber school-wide initiatives, practices, policies, and procedures.
- Access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the school's curricula.
- Navigate the Standards Aligned System (SAS) website effectively.
- Identify and apply PA Cyber endorsed classroom management strategies.
- Know, identify, and utilize PA Cyber resources that are available to assist students in crisis.
- Engage with other members of the faculty in order to foster a sense of collegiality and camaraderie.
- Know and apply strategies and topics aligned with the Danielson Framework for Teaching.

## Induction Plan Goals

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

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

## Induction Plan Competencies

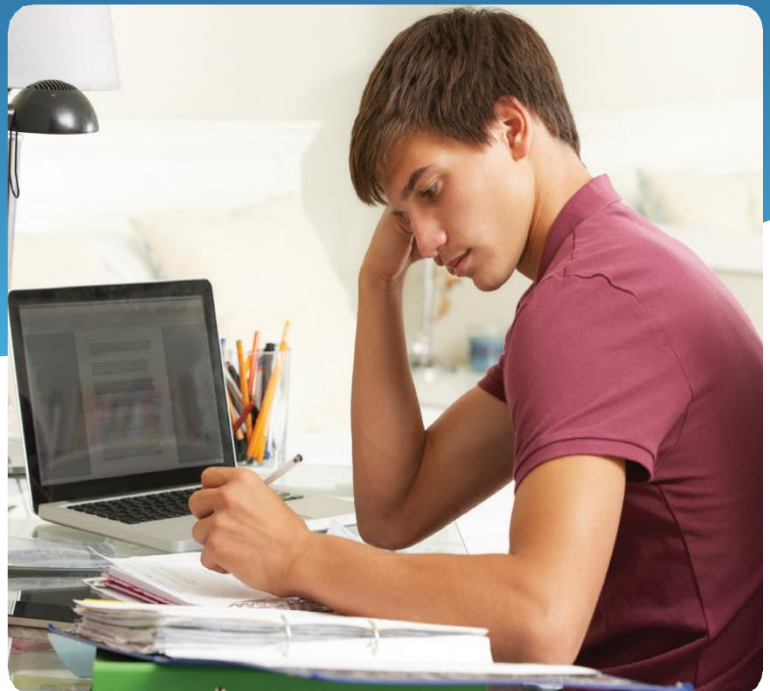
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The competencies include working knowledge of the Standards Aligned System and how to use the resources of PDE's SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments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

Competencies starting in the 2024-25 school year shall include CR-SE (Culturally Relevant and Sustaining Education) framework.

# Needs Assessment

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## Process Used To Assess Needs Of Inductee

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Needs assessment data will be collected using valid indicators of student knowledge and skills such as:

- PSSA and Keystone Exam data, Classroom Diagnostic Tools data, Pennsylvania Value-Added Assessment System (PVAAS) and eMetric data, and data from other standardized tests, benchmark assessments, or locally developed and validated assessments. Ongoing student achievement data analysis will provide teachers with focused educational activities aimed at improving student achievement.
- Data on instructional models will provide new teachers with information on educational initiatives at the local, state, and national levels.
- Knowledge of Charlotte Danielson's Framework for Teaching including planning and preparation, classroom environment, instruction, and professional responsibilities. Domains 1 and 4 cover aspects of the teaching profession that occur outside of the classroom, while Domains 2 and 3 cover aspects that are directly observable in classroom teaching.
- Information collected from previous educator induction programs (e.g., program evaluations and second-year teacher interviews).
- Knowledge of Special Education, including terminology, accommodations, IEP writing, co-teaching, etc.

## Program Structure

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### Mentor Training

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. **Mentors are life-long learners who are dedicated to promoting excellence in their profession and who are trusted professionals willing to take a personal and direct interest in the development of a colleague.** Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors will also gain experience that refines their skills and enhances professional growth. Mentor training will ensure that selected mentors are qualified to provide instructional, professional, and personal support to inductees.

### Mentor Training Topics

- School Policies, Procedures, and Resources
- Continuous Learning and Reflection
- Use and Application of SAS Portal
- Emergency Procedures, Recordkeeping, Attendance Policy, Materials Acquisition
- Creating Meaningful Assessments
- Educator Effectiveness (82-1)
- Student Learning Objectives
- Professional Obligations

√ **Mentors are required to participate in a mentor training program to be held on the same day as New Teacher Orientation.**

## New Teacher Orientation (Induction) Program

New teacher orientation/induction programs will be presented by PA Cyber staff in August. Additional new teacher orientation programs will be scheduled and presented to newly hired teachers throughout the school year to ensure the continuity of the program. General orientation topics to be covered can be classified into two categories: Orientation and Professional Knowledge and Skills.

## New Teacher Orientation (Induction) Program Topics

### Orientation Activities

- Framework for Teaching
- Code of Professional Conduct
- School Calendar
- Salary/Benefits
- School-wide Policies and Procedures
- PA Public School Code/Employee Handbook
- Emergency Procedures and Closings (weather)
- HIPPA/FERPA

### Professional Knowledge and Skills

- Courses of Study and Curriculum
- Technology Overview (SIS, LMS)
- Act 48, Instructional I, Instructional II, Induction
- SharePoint
- Educator Effectiveness – Formal Observation
- SAS Portal
- Professional Development Opportunities (Tuition reimbursement, conferences/workshops, etc.)
- Student Exceptionalities and Referrals (SAP)
- Classroom Management
- Professional Portfolio
- Inductee/Mentor Responsibilities

# 2024-2025 INDUCTION PORTFOLIO CHECKLIST

INDUCTEE NAME: \_\_\_\_\_ MENTOR NAME: \_\_\_\_\_






*\*All addendum links can be found below*

| MONTHLY SUBMISSIONS                                                                                                                                                                                                                                     | DUE DATE | DONE | INITIALS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|----------|
| <b>August:</b> Needs Assessment (Addendums 3,4,5,6, or 7)                                                                                                                                                                                               |          |      |          |
| <b>September:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)<br><b>NOTE: Sept. ONLY/Special Ed Teachers will complete Addendum 8A – Examining the IEP Process</b>  |          |      |          |
| <b>October:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)                                                                                                         |          |      |          |
| <b>October:</b> In-Service Reflection (Addendum 14)                                                                                                                                                                                                     |          |      |          |
| <b>November:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)                                                                                                        |          |      |          |
| <b>December:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)                                                                                                        |          |      |          |
| <b>January:</b> Needs Assessment (Addendums 3,4,5,6, or 7)<br><b>NOTE: January ONLY – all teachers will also complete the task in Addendum 12D</b>                                                                                                      |          |      |          |
| <b>February:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)                                                                                                        |          |      |          |
| <b>February:</b> In-Service Reflection (Addendum 14)                                                                                                                                                                                                    |          |      |          |
| <b>March:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)                                                                                                           |          |      |          |
| <b>April:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)                                                                                                           |          |      |          |
| <b>May:</b> Monthly Induction Report (Addendums 8,9,10, or 11) <b>OR</b><br>Induction Lesson Reflection Report (Addendums 12A, 12B, or 12C)                                                                                                             |          |      |          |
| <b>PD Activity Reflection</b> (Addendum 14)<br><br>This reflection is based on any professional development opportunity you participated in during the course of the school year. This activity is IN ADDITION TO the Oct. & Feb. In-Service Activities |          |      |          |
| <b>June:</b> End of Year Induction Evaluation (Addendums 15 & 16)                                                                                                                                                                                       |          |      |          |




# Addendum Links

*(Please select the one that applies to your position/title)*





## Needs Assessment: Addendums 3, 4, 5, 6, 7

-  3 Teachers NA .docx    4 Spec Ed Teacher NA .docx    5 School Counselordocx.docx    6 Nurse NA 2023.docx    7 School Psych NA 2023.docx

## Monthly Induction Report: Addendums 8, 9, 10, 11

-  ADDENDUM 8A Spec Ed SEPT .docx    8 Teacher IR 2023.docx    9 School Counselor.docx    10 Nurse IR 2023.docx    11 School Psych IR 2023.docx



## Induction Lesson Reflection Report: Addendums 12A, 12B, 12C

-  12A view Mentor Lesson Observation    12B view Mentee Lesson reflection MI    12C View Teacher LR 2023.docx    12D STR JANUARY Submission.docx

## In-Service/PD Activity Reflection: Addendum 14

-  Addendum 14 2024docx.docx

## End of Year Induction Reflection: Addendums 15, 16

-  15 End Year Mentor 2023.docx    16 End Year Mentee 2023.docx

## Reflective Practitioner Models for Educators

-  Reflective Practitioner Models

# Professional Development Activities and Topics





## Introduction

Through the planning process, the Professional Development Committee's goal is to produce sustained school improvement. Professional development opportunities will align with researched-based best practices in teaching and learning with a targeted focus on increased academic achievement. Inductees will need to complete and submit two (2) professional development reflections for portfolio completion.

### Approved professional development:

- For classroom teachers, school counselors and education specialists:
  - Enhances the educator's content knowledge;
  - Increase the educator's teaching skills;
  - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data;
  - Empowers educators to work effectively with parents and community partners.
- For school and district administrators, and other educators seeking leadership roles:
  - Provides the knowledge and skills to think and plan strategically;
  - Provides leaders with the ability to access and use appropriate data;
  - Empowers leaders to create a culture of teaching and learning;
  - Instructs the leader in managing resources.

## Danielson Framework for Teaching

The Danielson Framework for Teaching, the observation/evidence instrument for the new educator evaluation system, focuses on the complex activity of teaching by defining four domains of teaching responsibility, each with its own set of essential professional practice components. The four domains and their components are listed below. The Danielson Framework with its four domains and components are the primary focus for new teacher professional development offerings (Addendum 1).

## Code of Professional Practice and Conduct

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession (Addendum 2).

## Needs Assessment for Inductees

In the months of **August** and **January**, each inductee will be required to fill out a needs assessment based on the components of the Danielson Framework for Teaching. This assessment will help guide the monthly meetings between the mentor and inductee.

- Teachers: Addendum 3
- Special Education Teachers: Addendum 4
- Counselors: Addendum 5
- School Nurse: Addendum 6
- Psychologist: Addendum 7

## Monthly Induction Report

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An essential ingredient in mentoring is “reflective questioning” in which the mentor poses thought provoking questions to encourage the inductee to explore skills, experiences, knowledge, values, or beliefs. One of the questions asked by the mentor is, “What is an area of focus you wish to establish?” The discussion enables the mentor to gain access to the teacher’s reflection about the lesson, how it might have been done differently, and how it can be improved.

**During the course of the induction year, the inductee is required to submit *EITHER* a monthly induction report *OR* a lesson reflection report monthly – at least three (3) lesson reflection reports must be submitted by the end of the induction year.**

- Teachers: Addendum 3
- Special Education Teachers: Addendum 4
- Counselors: Addendum 5
- School Nurse: Addendum 6
- Psychologist: Addendum 7

## Lesson Reflection Reports/Addendum 12

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The mentor will utilize the lesson reflection report to observe the inductee, the inductee to observe the mentor, and for the inductee to observe another teacher’s lesson in the appropriate area of study. These will count for the mandatory three (3) lesson reflection reports due by the end of the induction year. The goal is to improve inductee professional/pedagogical practices via mentor observation feedback or inductee observation of experienced teacher’s practice. (Addendum 12).

## In-Service/PD Activity Reflection/Addendum 14

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During the school year, there will be **5 in-service days**. Professional development is the core focus for in-service providing a valuable learning opportunity. Each inductee will complete **2 In-Service/PD Activity Reflection forms relating specifically to In-Service (October & February)** and **2 In-Service/PD Activity Reflection form from another professional development activity** attended during the course of the school year, providing feedback linked to the impact on teaching and learning.

\*Please note, this form is different from the ***PDE Act 48 form*** that is submitted to earn Act 48 hours.

\*\*In addition to in-services, inductees will engage in other professional development possibilities including attending a workshop or training. More information will be provided during the Induction Program. Regardless of which PD Activity the inductee completes, a reflection form must be submitted providing feedback linked to the impact on teaching and learning (Addendum 14) for a total of three (4) Addendum 14 forms submitted by the end of the school year.

# Evaluation and Monitoring

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## Procedure for Evaluation and Monitoring (Addendum 15 and 16)

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The CAO/Induction Coordinator will ensure the Induction program is evaluated twice annually and revised as needed. The evaluation will include input from all of the participants related to the achievement of the program goals, objectives, and competencies. Both the mentor and inductee will complete and submit the end-of-year program reflection with the portfolio. (Addendum 15 and 16)

Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to:

- Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Committee – to determine levels of satisfaction and to understand the strengths and weakness of the program
- Analysis of activities and resources used in the program
- Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observations tools) to determine program impact from participating teachers and their students

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

# Documentation of Participation and Completion

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## Procedure for Documenting Induction Participation and Completion

School entities will maintain accurate records of completion of the program in the form of a portfolio and provide a certificate of completion to the inductee. Evidence of successful participation and completion of the educator induction program will be maintained by the Induction Coordinator for each inductee, including any long-term substitutes. All pertinent records will be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE. (Addendum 18)

- The Inductee shall submit monthly documentation of the program. ALL Documentation and submissions of the program shall be kept for reference by both the Inductee and the Mentor for the length of the induction program cycle.
- ALL monthly submissions must be signed by both the Inductee and Mentor prior to submitting. All submissions should be sent through the following email address: [induction@pacyber.org](mailto:induction@pacyber.org)
- CAO/Induction Coordinator receives, evaluates, and archives all mentor/inductee records
- Completion of the Induction Program will be verified by a Certificate of Completion and confirmed by the CAO at the end of the program cycle
- Completion is verified by the PA Cyber C.E.O. on the Application for Level 2 Certification

## Addendum 1: Danielson Framework for Teaching

| DOMAIN 1: PLANNING AND PREPARATION                            |                                                                                                                                       |                                                                                                                                                               |                                                                                                                           |                                                                                                                                                                                               |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component 1a: Demonstrating Knowledge of Content and Pedagogy |                                                                                                                                       |                                                                                                                                                               |                                                                                                                           |                                                                                                                                                                                               |
| Element                                                       | LEVEL OF PERFORMANCE                                                                                                                  |                                                                                                                                                               |                                                                                                                           |                                                                                                                                                                                               |
|                                                               | UNSATISFACTORY                                                                                                                        | BASIC                                                                                                                                                         | PROFICIENT                                                                                                                | DISTINGUISHED                                                                                                                                                                                 |
| Knowledge of content and the structure of the discipline      | In planning and practice, teacher makes content errors or does not correct errors made by students.                                   | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.              | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.         | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.                                           |
| Knowledge of prerequisite relationships                       | Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.                  | Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.      | Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| Knowledge of content-related pedagogy                         | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.       | Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.                                |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DEMONSTRATION</b> | <p><i>Teachers provide evidence of their knowledge of content and pedagogy through their performance in the classroom. For example, evidence is found in their clear explanation of concepts, their knowledgeable responses to students' questions, and their skill in engaging students in learning, and by developing instructional plans and participating in professional growth activities. Teachers can also demonstrate knowledge of the subjects they teach through instructional artifacts, comments on student work, and their classroom interactions with students. Content errors reflect a shaky understanding of the subject, and evasive responses to students may suggest only a thin knowledge of content. Although some responses are deliberately unrevealing, because the teacher wants to engage students in their own investigations, the teacher, in conversation, should be able to demonstrate a solid understanding of the subject.</i></p> |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>DOMAIN 1: PLANNING AND PREPARATION</b>                          |                                                                                                                                                         |                                                                                                                                                                |                                                                                                                                                         |                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component 1b: Demonstrating Knowledge of Students                  |                                                                                                                                                         |                                                                                                                                                                |                                                                                                                                                         |                                                                                                                                                                                                                                            |
| Element                                                            | LEVEL OF PERFORMANCE                                                                                                                                    |                                                                                                                                                                |                                                                                                                                                         |                                                                                                                                                                                                                                            |
|                                                                    | UNSATISFACTORY                                                                                                                                          | BASIC                                                                                                                                                          | PROFICIENT                                                                                                                                              | DISTINGUISHED                                                                                                                                                                                                                              |
| Knowledge of child and adolescent development                      | Teacher displays little or no knowledge of the developmental characteristics of the age group.                                                          | Teacher displays partial knowledge of the developmental characteristics of the age group.                                                                      | Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.   | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. |
| Knowledge of the learning process                                  | Teacher sees no value in understanding how students learn and does not seek such information.                                                           | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.                                                         | Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.    | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.                                                                                                               |
| Knowledge of students' skills, knowledge, and language proficiency | Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.                                                                                    |
| Knowledge of students' interests and cultural heritage             | Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.              | Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.             | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.             | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.                                                                                               |
| Knowledge of students' special needs                               | Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.                          | Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.       | Teacher is aware of students' special learning and medical needs.                                                                                       | Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.                                                                                                      |



|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DEMONSTRATION</b> | <i>Teachers demonstrate their knowledge of students in the classroom orally and in writing. They can describe their students and what those students bring with them to the classroom. Their knowledge of students is evident in the instructional plans they create and in their interaction with students in the classroom. But because a teacher's knowledge of students is typically far greater than that which is demonstrated in any single unit or lesson plan, it's desirable for teachers to have the opportunity to describe this understanding.</i> |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>DOMAIN 1: PLANNING AND PREPARATION</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                      |                                                                                                                                                                                           |                                                                                                                                                                                              |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component 1c: Setting Instructional Outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                      |                                                                                                                                                                                           |                                                                                                                                                                                              |
| Element                                      | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                      |                                                                                                                                                                                           |                                                                                                                                                                                              |
|                                              | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | BASIC                                                                                                                                                                | PROFICIENT                                                                                                                                                                                | DISTINGUISHED                                                                                                                                                                                |
| Value, sequence, and alignment               | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.                                               | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |
| Clarity                                      | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.                 | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.                                                             | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.                                                                                |
| Balance                                      | Outcomes reflect only one type of learning and only one discipline or strand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.                                                          | Outcomes reflect several -different types of learning and opportunities for coordination.                                                                                                 | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.                                                             |
| Suitability for diverse learners             | Outcomes are not suitable for the class or are not based on any assessment of student needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.                                             | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.                                               |
| <b>DEMONSTRATION</b>                         | <i>Teachers demonstrate their skills in setting instructional outcomes either orally or in writing. They should be able to describe how the outcomes relate to district curriculum guidelines, state frameworks, content standards, and curriculum outcomes in a discipline. They should also be able to explain how the outcomes are appropriate for their students and how they fit within a sequence of learning and reflect the balance among different types of learning. When appropriate, teachers will also be able to describe the potential for coordination and integration of curriculum topics and skills. The suitability of instructional outcomes for a diverse group of students is best observed during a classroom visit.</i> |                                                                                                                                                                      |                                                                                                                                                                                           |                                                                                                                                                                                              |



**DOMAIN 1: PLANNING AND PREPARATION**  
Component 1d: Demonstrating Knowledge of Resources

| Element                                            | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                     |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                   |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                 | BASIC                                                                                                                                                                               | PROFICIENT                                                                                                                                                                                                    | DISTINGUISHED                                                                                                                                                                                                                                     |
| Resources for classroom use                        | Teacher is unaware of resources for classroom use available through the school or district.                                                                                                                                                                                                                                                                                                    | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.                            | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.                            | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.                            |
| Resources to extend content knowledge and pedagogy | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.                                                                                                                                                                                                                                                                         | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| Resources for students                             | Teacher is unaware of resources for students available through the school or district.                                                                                                                                                                                                                                                                                                         | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.                                 | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.                                 | Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.                                                                                      |
| <b>DEMONSTRATION</b>                               | <i>Teachers demonstrate their knowledge of resources through their ability to articulate how they have planned a unit or a lesson to incorporate the best of what the school, district, and community have to offer. Their knowledge is also evident in how they can describe a potential lesson or unit, or how they plan to address a student's instructional or noninstructional needs.</i> |                                                                                                                                                                                     |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                   |

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1e: Designing Coherent Instruction

| Element                               | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                    |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | BASIC                                                                                                                                                                                              | PROFICIENT                                                                                                                                                                                                | DISTINGUISHED                                                                                                                                                                                                                                                                    |
| Learning activities                   | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.                                   |
| Instructional materials and resources | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.                                                      | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.                                              | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |
| Instructional groups                  | Instructional groups do not support the instructional outcomes and offer no variety.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Instructional groups partially support the instructional outcomes, with an effort at providing some variety.                                                                                       | Instructional groups are varied as appropriate to the students and the different instructional outcomes.                                                                                                  | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.                                                                        |
| Lesson and unit structure             | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.                                                                                                                                                                                                                                                                                                                                                                                                                             | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.        | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.                                            | The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.                                                                                                                |
| <b>DEMONSTRATION</b>                  | <i>Long-range planning for coherent instruction is demonstrated by a unit plan encompassing several weeks. That time span enables teachers to demonstrate their skill in organizing and sequencing learning activities that engage students, in using a variety of materials and groups appropriately, and in allocating reasonable time. In addition, when teachers design instruction for individual lessons, all the characteristics of long-range planning—purposeful activities, appropriate materials and student groups, and a coherent structure—are displayed, albeit on a smaller scale.</i> |                                                                                                                                                                                                    |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |

**DOMAIN 1: PLANNING AND PREPARATION**  
Component 1f: Designing Student Assessments

| Element                                | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                |                                                                                                                                                        |                                                                                                                                                                                              |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | BASIC                                                                                                          | PROFICIENT                                                                                                                                             | DISTINGUISHED                                                                                                                                                                                |
| Congruence with instructional outcomes | Assessment procedures are not congruent with instructional outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Some of the instructional outcomes are assessed through the proposed approach, but many are not.               | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| Criteria and standards                 | Proposed approach contains no criteria or standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment criteria and standards have been developed, but they are not clear.                                 | Assessment criteria and standards are clear.                                                                                                           | Assessment criteria and standards are clear; there is evidence that the students contributed to their development.                                                                           |
| Design of formative assessments        | Teacher has no plan to incorporate formative assessment in the lesson or unit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.                                 | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.                                                           |
| Use for planning                       | Teacher has no plans to use assessment results in designing future instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Teacher plans to use assessment results to plan for future instruction for the class as a whole.               | Teacher plans to use assessment results to plan for future instruction for groups of ~students.                                                        | Teacher plans to use assessment results to plan future instruction for individual students.                                                                                                  |
| <b>DEMONSTRATION</b>                   | <i>Teachers demonstrate their skill in designing student assessment through the plans they create. With respect to assessment of learning, a unit plan should include the method to be used to assess student understanding, including, if appropriate, a scoring guide or rubric for evaluating student responses. When teachers also include assessment for learning in their plan, then the details of such assessments should be part of the plan. In addition, teachers should be able to explain how they intend to use assessment of learning in their instruction, and how they plan to include students in assessment activities.</i> |                                                                                                                |                                                                                                                                                        |                                                                                                                                                                                              |

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**Component 2a: Creating an Environment of Respect and Rapport**

| Element                                  | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                       |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                      | BASIC                                                                                                                                                                                                      | PROFICIENT                                                                                                                                                                                                 | DISTINGUISHED                                                                                                                                                                         |
| Teacher interaction with students        | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.                                                                                                                                                                                                                             | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| Student interactions with other students | Student interactions are characterized by conflict, sarcasm, or put-downs.                                                                                                                                                                                                                                                                                                                                          | Students do not demonstrate disrespect for one another.                                                                                                                                                    | Student interactions are generally polite and respectful.                                                                                                                                                  | Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.                                     |
| <b>DEMONSTRATION</b>                     | <i>Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. Occasionally, interaction with a student, or student interactions with one another, may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class.</i> |                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                       |

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
Component 2b: Establishing a Culture for Learning

| Element                                   | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                      |                                                                                                                            |                                                                                                                                                                                    |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | BASIC                                                                                                                                                | PROFICIENT                                                                                                                 | DISTINGUISHED                                                                                                                                                                      |
| Importance of the content                 | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.                                                                                                                                                                                                                                                                                                                                             | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.                             | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.           | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.                                           |
| Expectations for learning and achievement | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.                                                                                                                                                                                                                                                                                                                                                 | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| Student pride in work                     | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.                                                                                                                                                                                                                                                                                                                             | Students minimally accept the responsibility to do good work but invest little of their energy into its quality.                                     | Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.                       | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.       |
| DEMONSTRATION                             | <i>Evidence of a culture for learning is found primarily in the classroom itself, where it's evident from the look of the room (which may display student work), the nature of the interactions, and the tone of the conversations. The teachers' instructional outcomes and activities, as described in their planning documents, also demonstrate high expectations of all students for learning. Conversations with students reveal that they value learning and hard work.</i> |                                                                                                                                                      |                                                                                                                            |                                                                                                                                                                                    |

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2c: Managing Classroom Procedures

| Element                                         | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                               |                                                                                                                           |                                                                                                                               |                                                                                                                                                  |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                     | BASIC                                                                                                                     | PROFICIENT                                                                                                                    | DISTINGUISHED                                                                                                                                    |
| Management of instructional groups              | Students not working with the teacher are not productively engaged in learning.                                                                                                                                                                                                                                                    | Students in only some groups are productively engaged in learning while unsupervised by the teacher.                      | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.  |
| Management of transitions                       | Transitions are chaotic, with much time lost between activities or lesson segments.                                                                                                                                                                                                                                                | Only some transitions are efficient, resulting in some loss of instructional time.                                        | Transitions occur smoothly, with little loss of instructional time.                                                           | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.                                           |
| Management of materials and supplies            | Materials and supplies are –handled inefficiently, resulting in significant loss of instructional time.                                                                                                                                                                                                                            | Routines for handling materials and supplies function moderately well, but with some loss of instructional time.          | Routines for handling materials and supplies occur smoothly, with little loss of instructional time.                          | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.                      |
| Performance of noninstructional duties          | Considerable instructional time is lost in performing noninstructional duties.                                                                                                                                                                                                                                                     | Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.   | Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.       | Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| Supervision of volunteers and paraprofessionals | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.                                                                                                                                                                                                                                     | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class.                          | Volunteers and paraprofessionals make a substantive contribution to the classroom environment.                                                   |
| <b>DEMONSTRATION</b>                            | <i>Evidence for how teachers manage classroom procedures is obtained through classroom observation. If asked, students would be able to describe the classroom procedures. In addition, teachers can explain their procedures, how they have been developed, and how students were involved in their creation and maintenance.</i> |                                                                                                                           |                                                                                                                               |                                                                                                                                                  |

| DOMAIN 2: THE CLASSROOM ENVIRONMENT     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                             |                                                                                                                                                 |                                                                                                                                               |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Component 2d: Managing Student Behavior |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                             |                                                                                                                                                 |                                                                                                                                               |
| Element                                 | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                             |                                                                                                                                                 |                                                                                                                                               |
|                                         | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | BASIC                                                                                                                       | PROFICIENT                                                                                                                                      | DISTINGUISHED                                                                                                                                 |
| Expectations                            | No standards of conduct appear to have been established, or students are confused as to what the standards are.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Standards of conduct appear to have been established, and most students seem to understand them.                            | Standards of conduct are clear to all students.                                                                                                 | Standards of conduct are clear to all students and appear to have been developed with student participation.                                  |
| Monitoring of student behavior          | Student behavior is not monitored, and teacher is unaware of what the students are doing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teacher is generally aware of student behavior but may miss the activities of some students.                                | Teacher is alert to student behavior at all times.                                                                                              | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.    |
| Response to student misbehavior         | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |
| DEMONSTRATION                           | <i>A teacher's skill in managing student behavior can only be observed in the classroom. Standards of conduct, however, must frequently be inferred, because in a smoothly running classroom an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently. Although most teachers can articulate their approach to standards of conduct, implementation is critical. In a well-managed classroom, students themselves will be able to explain the agreed-upon standards of conduct.</i> |                                                                                                                             |                                                                                                                                                 |                                                                                                                                               |

| DOMAIN 2: THE CLASSROOM ENVIRONMENT                    |                                                                                                                                                                                                                                                                 |                                                                                                                         |                                                                                                                  |                                                                                                                                      |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Component 2e: Organizing Physical Space                |                                                                                                                                                                                                                                                                 |                                                                                                                         |                                                                                                                  |                                                                                                                                      |
| Element                                                | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                            |                                                                                                                         |                                                                                                                  |                                                                                                                                      |
|                                                        | UNSATISFACTORY                                                                                                                                                                                                                                                  | BASIC                                                                                                                   | PROFICIENT                                                                                                       | DISTINGUISHED                                                                                                                        |
| Safety and accessibility                               | The classroom is unsafe, or learning is not accessible to some students.                                                                                                                                                                                        | The classroom is safe, and at least essential learning is accessible to most students.                                  | The classroom is safe, and learning is equally accessible to all students.                                       | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.                       |
| Arrangement of furniture and use of physical resources | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.                                                                                                                                                 | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |
| DEMONSTRATION                                          | <i>Teachers' use of the physical environment can be observed or illustrated on a sketch of the classroom. Teachers may be able to explain how they enhance the physical environment and use it as a resource for learning, but implementation is essential.</i> |                                                                                                                         |                                                                                                                  |                                                                                                                                      |



**DOMAIN 3: INSTRUCTION**  
Component 3a: Communicating with Students

| Element                          | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                                                                                                                                               |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                             | BASIC                                                                                                                                                                                                                         | PROFICIENT                                                                                                                                                  | DISTINGUISHED                                                                                                                                                                                                                 |
| Expectations for learning        | Teacher's purpose in a lesson or unit is unclear to students.                                                                                                                                                                                                                                                                                              | Teacher attempts to explain the instructional purpose, with limited success.                                                                                                                                                  | Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.                                                  | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.                                                                     |
| Directions and procedures        | Teacher's directions and procedures are confusing to students.                                                                                                                                                                                                                                                                                             | Teacher's directions and procedures are clarified after initial student confusion.                                                                                                                                            | Teacher's directions and procedures are clear to students.                                                                                                  | Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.                                                                                                                   |
| Explanations of content          | Teacher's explanation of the content is unclear or confusing or uses inappropriate language.                                                                                                                                                                                                                                                               | Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.                                                                                                          | Teacher's explanation of content is appropriate and connects with students' knowledge and experience.                                                       | Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.                                                              |
| Use of oral and written language | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.                                                                                                                         | Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. |
| <b>DEMONSTRATION</b>             | <i>Teachers demonstrate the clarity and accuracy of their communication primarily through classroom performance. The evidence is not, of course, whether an explanation, for example, is clear to an observer; it must be clear to the students. Watching the students' reactions provides the best indication of whether that goal has been achieved.</i> |                                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                                                                                                                                               |



**DOMAIN 3: INSTRUCTION**  
Component 3b: Using Questioning and Discussion Techniques

| Element               | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                          |                                                                                                                                   |                                                                                                         |                                                                                                                                        |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|                       | UNSATISFACTORY                                                                                                                                                                                                                                                | BASIC                                                                                                                             | PROFICIENT                                                                                              | DISTINGUISHED                                                                                                                          |
| Quality of questions  | Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.                                                                                                     | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.      |
| Discussion techniques | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.                                                                                                                             | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.                  | Teacher creates a genuine discussion among students, stepping aside when appropriate.                   | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| Student participation | A few students dominate the discussion.                                                                                                                                                                                                                       | Teacher attempts to engage all students in the discussion, but with only limited success.                                         | Teacher successfully engages all students in the discussion.                                            | Students themselves ensure that all voices are heard in the discussion.                                                                |
| <b>DEMONSTRATION</b>  | <i>Teachers demonstrate their skill in questioning and discussion techniques almost exclusively in classroom observation. The initial questions used to frame a discussion should be planned in advance, however, and will be part of planning documents.</i> |                                                                                                                                   |                                                                                                         |                                                                                                                                        |

**DOMAIN 3: INSTRUCTION**  
Component 3c: Engaging Students in Learning

| Element                               | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                              |                                                                                                                                                             |                                                                                                                                      |                                                                                                                                                                                                                          |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | UNSATISFACTORY                                                                                                                                                                                                                                                                                    | BASIC                                                                                                                                                       | PROFICIENT                                                                                                                           | DISTINGUISHED                                                                                                                                                                                                            |
| Activities and assignments            | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.                                                                                                                                                                          | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.                                           | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.   | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.                               |
| Grouping of students                  | Instructional groups are inappropriate to the students or to the instructional outcomes.                                                                                                                                                                                                          | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.    | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.            | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| Instructional materials and resources | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.                                                                                                                                                                            | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally.                       | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.             |
| Structure and pacing                  | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.                                                                                                                                                                                            | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.               | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.                                                                                    |
| <b>DEMONSTRATION</b>                  | <i>Teachers demonstrate their skill in engaging students in learning through their conduct of lessons, which may be observed live or via videotape. In addition, the degree of student engagement is revealed through the analysis of student work in response to a well-designed assignment.</i> |                                                                                                                                                             |                                                                                                                                      |                                                                                                                                                                                                                          |

**DOMAIN 3: INSTRUCTION**  
Component 3d: Using Assessment in Instruction

| Element                                            | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                       |                                                                                                                                        |                                                                                                                                                                                                         |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | BASIC                                                                                                                 | PROFICIENT                                                                                                                             | DISTINGUISHED                                                                                                                                                                                           |
| Assessment criteria                                | Students are not aware of the criteria and performance standards by which their work will be evaluated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students know some of the criteria and performance standards by which their work will be evaluated.                   | Students are fully aware of the criteria and performance standards by which their work will be evaluated.                              | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.                                       |
| Monitoring of student learning                     | Teacher does not monitor student learning in the curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Teacher monitors the progress of the class as a whole but elicits no diagnostic information.                          | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.                             |
| Feedback to students                               | Teacher's feedback to students is of poor quality and not provided in a timely manner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teacher's feedback to students is uneven, and its timeliness is inconsistent.                                         | Teacher's feedback to students is timely and of consistently high quality.                                                             | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.                                                                     |
| Student self-assessment and monitoring of progress | Students do not engage in self-assessment or monitoring of progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.        | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. |
| <b>DEMONSTRATION</b>                               | <i>A teacher's use of assessment in instruction is sometimes evident during a classroom observation, depending on the activities planned for a lesson. Moreover, in discussing a lesson, teachers will be able to explain the point at which they knew that a student was confused, and how they responded. Feedback may be demonstrated through samples of student work with teacher or peer comments. The timeliness of feedback and student use of feedback to engage in further learning can also be revealed through student responses to a questionnaire, particularly at the secondary level.</i> |                                                                                                                       |                                                                                                                                        |                                                                                                                                                                                                         |

| DOMAIN 3: INSTRUCTION                                      |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |                                                                                                                                |                                                                                                                                                                               |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component 3e: Demonstrating Flexibility and Responsiveness |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |                                                                                                                                |                                                                                                                                                                               |
| Element                                                    | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                          |                                                                                                                                |                                                                                                                                                                               |
|                                                            | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                     | BASIC                                                                                                                                    | PROFICIENT                                                                                                                     | DISTINGUISHED                                                                                                                                                                 |
| Lesson adjustment                                          | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.                                                                                                                                                                                                                                                                                            | Teacher attempts to adjust a lesson when needed, with only partially successful results.                                                 | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.                                              | Teacher successfully makes a major adjustment to a lesson when needed.                                                                                                        |
| Response to students                                       | Teacher ignores or brushes aside students' questions or interests.                                                                                                                                                                                                                                                                                                                 | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.                        | Teacher successfully accommodates students' questions or interests.                                                            | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.                                                                 |
| Persistence                                                | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.                                                                                                                                                                                                                                                       | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |
| DEMONSTRATION                                              | <i>Flexibility and responsiveness can be observed when they occur in a classroom. In addition, a teacher may describe such an event when discussing a lesson after the event. Of course, in many lessons, no such opportunities arise. Their absence is not necessarily a sign of rigidity; rather, it may simply reflect either successful planning or a lack of opportunity.</i> |                                                                                                                                          |                                                                                                                                |                                                                                                                                                                               |

| DOMAIN 4: Professional Responsibilities |                                                                                                                                                                                          |                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                                                                                                                           |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component 4a: Reflecting on Teaching    |                                                                                                                                                                                          |                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                                                                                                                           |
| Element                                 | LEVEL OF PERFORMANCE                                                                                                                                                                     |                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                                                                                                                           |
|                                         | UNSATISFACTORY                                                                                                                                                                           | BASIC                                                                                                                            | PROFICIENT                                                                                                                                                                               | DISTINGUISHED                                                                                                                                                                                                                             |
| Accuracy                                | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.                                    | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. |
| Use in future teaching                  | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.                                                                                         | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.                        | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.                                                                                       | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.                                                                             |
| DEMONSTRATION                           | <i>Teachers demonstrate their skill in reflection through professional conversation with colleagues. In some situations, a written reflection may encourage more thoughtful results.</i> |                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                                                                                                                           |

**DOMAIN 4: Professional Responsibilities**  
**Component 4b: Maintaining Accurate Records**

| Element                           | LEVEL OF PERFORMANCE                                                                                                                                                                                                       |                                                                                                                                |                                                                                                       |                                                                                                                                                                               |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | UNSATISFACTORY                                                                                                                                                                                                             | BASIC                                                                                                                          | PROFICIENT                                                                                            | DISTINGUISHED                                                                                                                                                                 |
| Student completion of assignments | Teacher's system for maintaining information on student completion of assignments is in disarray.                                                                                                                          | Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records                         |
| Student progress in learning      | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.                                                                                                           | Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.      | Teacher's system for maintaining information on student progress in learning is fully effective.      | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. |
| Non-instructional records         | Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.                                                                                                                      | Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.         | Teacher's system for maintaining information on noninstructional activities is fully effective.       | Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.                                  |
| DEMONSTRATION                     | <i>Teachers demonstrate their skill in maintaining accurate records through artifacts, such as a grade book, skills inventories, results of student assessments, and records of classroom noninstructional activities.</i> |                                                                                                                                |                                                                                                       |                                                                                                                                                                               |

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4c: Communicating with Families

| Element                                             | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                           |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                    | BASIC                                                                                                                                                                                    | PROFICIENT                                                                                                                                                           | DISTINGUISHED                                                                                                                                                                                                             |
| Information about the instructional program         | Teacher provides little or no information about the instructional program to families.                                                                                                                                                                                                                                                                                                                                                                            | Teacher participates in the school's activities for family communication but offers little additional information.                                                                       | Teacher provides frequent information to families, as appropriate, about the instructional program.                                                                  | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.                                                       |
| Information about individual students               | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.                                                                                                                                                                                                                        | Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| Engagement of families in the instructional program | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.                                                                                                                                                                                                                                                                                                                                                      | Teacher makes modest and partially successful attempts to engage families in the instructional program.                                                                                  | Teacher's efforts to engage families in the instructional program are frequent and successful.                                                                       | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.                                     |
| <b>DEMONSTRATION</b>                                | <i>Teachers can demonstrate their communication with families in many ways, such as by keeping copies of such things as class newsletters, handouts for back-to-school night, or descriptions of a new program. This collection could include guidelines for parents on how to review a child's portfolio or how to encourage responsible completion of homework. In addition, the teacher might maintain a log of phone and personal contacts with families.</i> |                                                                                                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                           |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
Component 4d: Participating in a Professional Community

| Element                                          | LEVEL OF PERFORMANCE                                                                                                                                                                                                   |                                                                                                                 |                                                                                                       |                                                                                                                                                                            |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | UNSATISFACTORY                                                                                                                                                                                                         | BASIC                                                                                                           | PROFICIENT                                                                                            | DISTINGUISHED                                                                                                                                                              |
| Relationships with colleagues                    | Teacher's relationships with colleagues are negative or self-serving.                                                                                                                                                  | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Relationships with colleagues are characterized by mutual support and cooperation.                    | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.                      |
| Involvement in a culture of professional inquiry | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.                                                                                                                      | Teacher becomes involved in the school's culture of inquiry when invited to do so.                              | Teacher actively participates in a culture of professional inquiry.                                   | Teacher takes a leadership role in promoting a culture of professional inquiry.                                                                                            |
| Service to the school                            | Teacher avoids becoming involved in school events.                                                                                                                                                                     | Teacher participates in school events when specifically asked.                                                  | Teacher volunteers to participate in school events, making a substantial contribution.                | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.                |
| Participation in school and district projects    | Teacher avoids becoming involved in school and district projects.                                                                                                                                                      | Teacher participates in school and district projects when specifically asked.                                   | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |
| <b>DEMONSTRATION</b>                             | <i>Teachers demonstrate their participation in the professional community through their actions. Some teachers maintain a record of their involvement, and the contributions they have made, in the form of a log.</i> |                                                                                                                 |                                                                                                       |                                                                                                                                                                            |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4e: Growing and Developing Professionally

| Element                                                | LEVEL OF PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                            |                                                                                                                                    |                                                                                                                        |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                                        | UNSATISFACTORY                                                                                                                                                                                                                                                                                                                                                                                                                                                                | BASIC                                                                                                                      | PROFICIENT                                                                                                                         | DISTINGUISHED                                                                                                          |
| Enhancement of content knowledge and pedagogical skill | Teacher engages in no professional development activities to enhance knowledge or skill.                                                                                                                                                                                                                                                                                                                                                                                      | Teacher participates in professional activities to a limited extent when they are convenient.                              | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.                   | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| Receptivity to feedback from colleagues                | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.                                                                                                                                                                                                                                                                                                                                                                      | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues.                                           |
| Service to the profession                              | Teacher makes no effort to share knowledge with others or to assume professional responsibilities.                                                                                                                                                                                                                                                                                                                                                                            | Teacher finds limited ways to contribute to the profession.                                                                | Teacher participates actively in assisting other educators.                                                                        | Teacher initiates important activities to contribute to the profession.                                                |
| <b>DEMONSTRATION</b>                                   | <i>Teachers demonstrate their commitment to ongoing professional learning through the activities they undertake. These may be recorded on a log. The benefit of keeping such a record is that it invites teachers to reflect on how they have used the new knowledge in their teaching. Such a log can, and should, include informal as well as formal activities—for example, observing colleagues or participating in a project with a professor at a local university.</i> |                                                                                                                            |                                                                                                                                    |                                                                                                                        |



**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
Component 4f: Showing Professionalism

| Element                                         | LEVEL OF PERFORMANCE                                                                                  |                                                                                                            |                                                                                                                                       |                                                                                                                                                                                     |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | UNSATISFACTORY                                                                                        | BASIC                                                                                                      | PROFICIENT                                                                                                                            | DISTINGUISHED                                                                                                                                                                       |
| Integrity and ethical conduct                   | Teacher displays dishonesty in interactions with colleagues, students, and the public.                | Teacher is honest in interactions with colleagues, students, and the public.                               | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.                                     |
| Service to students                             | Teacher is not alert to students' needs.                                                              | Teacher's attempts to serve students are inconsistent.                                                     | Teacher is active in serving students.                                                                                                | Teacher is highly proactive in serving students, seeking out resources when needed.                                                                                                 |
| Advocacy                                        | Teacher contributes to school practices that result in some students being ill served by the school.  | Teacher does not knowingly contribute to some students being ill served by the school.                     | Teacher works to ensure that all students receive a fair opportunity to succeed.                                                      | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. |
| Decision making                                 | Teacher makes decisions and recommendations based on self-serving interests.                          | Teacher's decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making.                                              | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.                       |
| Compliance with school and district regulations | Teacher does not comply with school and district regulations.                                         | Teacher complies minimally with school and district regulations, doing just enough to get by.              | Teacher complies fully with school and district regulations.                                                                          | Teacher complies fully with school and district regulations, taking a leadership role with colleagues.                                                                              |
| <b>DEMONSTRATION</b>                            | <i>Teachers display their professional ethics in daily interactions with students and colleagues.</i> |                                                                                                            |                                                                                                                                       |                                                                                                                                                                                     |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism

| Element                                         | LEVEL OF PERFORMANCE                                                                                  |                                                                                                            |                                                                                                                                       |                                                                                                                                                                                     |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | UNSATISFACTORY                                                                                        | BASIC                                                                                                      | PROFICIENT                                                                                                                            | DISTINGUISHED                                                                                                                                                                       |
| Integrity and ethical conduct                   | Teacher displays dishonesty in interactions with colleagues, students, and the public.                | Teacher is honest in interactions with colleagues, students, and the public.                               | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.                                     |
| Service to students                             | Teacher is not alert to students' needs.                                                              | Teacher's attempts to serve students are inconsistent.                                                     | Teacher is active in serving students.                                                                                                | Teacher is highly proactive in serving students, seeking out resources when needed.                                                                                                 |
| Advocacy                                        | Teacher contributes to school practices that result in some students being ill served by the school.  | Teacher does not knowingly contribute to some students being ill served by the school.                     | Teacher works to ensure that all students receive a fair opportunity to succeed.                                                      | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. |
| Decision making                                 | Teacher makes decisions and recommendations based on self-serving interests.                          | Teacher's decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making.                                              | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.                       |
| Compliance with school and district regulations | Teacher does not comply with school and district regulations.                                         | Teacher complies minimally with school and district regulations, doing just enough to get by.              | Teacher complies fully with school and district regulations.                                                                          | Teacher complies fully with school and district regulations, taking a leadership role with colleagues.                                                                              |
| <b>DEMONSTRATION</b>                            | <i>Teachers display their professional ethics in daily interactions with students and colleagues.</i> |                                                                                                            |                                                                                                                                       |                                                                                                                                                                                     |

# Addendum 2: Chapter 235. Code of Professional Practice And Conduct for Education

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## Section 1. Mission

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

## Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies, and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

## Section 3. Purpose

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

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

## Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators, and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or

sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy, and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

## Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity, and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand and may be used as supporting evidence in cases of certification suspension and revocation.

## Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

## Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

## Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

## Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts, or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

## Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

## Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce, or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

# Addendum 3: Needs Assessment for Inductees - Teachers

## Needs Assessment for Teacher Inductees

This form will be completed and submitted **twice** during the Induction year: **August** (or upon start of program) and **January**

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

| Domain 1: Planning and Preparation                  | Domain 2: Classroom Environment                    |
|-----------------------------------------------------|----------------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | 2a: Creating an Environment of Respect and Rapport |
| 1b: Demonstrating Knowledge of Students             | 2b: Establishing a Culture for Learning            |
| 1c: Setting Instructional Outcomes                  | 2c: Managing Classroom Procedures                  |
| 1d: Demonstrating Knowledge of Resources            | 2d: Managing Student Behaviors                     |
| 1e: Designing Coherent Instruction                  | 2e: Organizing Physical Space                      |
| 1f: Designing Student Assessments                   |                                                    |
| Domain 3: Instruction                               | Domain 4: Professional Responsibilities            |
| 3a: Communicating with Students                     | 4a: Reflecting on Teaching                         |
| 3b: Using Questioning and Discussion                | 4b: Maintaining Accurate Records Techniques        |
| 3c: Engaging Students in Learning                   | 4c: Communicating with Families                    |
| 3d: Using Assessment in Instruction                 | 4d: Participating in a Professional Community      |
| 3e: Demonstrating Flexibility and Responsiveness    | 4e: Growing & Developing Professionally            |
|                                                     | 4f: Showing Professionalism                        |

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

# Addendum 4: Needs Assessment for Inductees - Special Education Teacher

## Needs Assessment for Special Education Teacher Inductees

This form will be submitted **twice** during the induction year: **August** (or upon start of program) and **January**

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

| Domain 1: Planning and Preparation                                                                                                                                                                                               |                                                                                                                                                                                                                                                   | Domain 2: Classroom Environment                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|
| 1a: Demonstrating Knowledge of Content and Pedagogy                                                                                                                                                                              |                                                                                                                                                                                                                                                   | 2a: Creating an Environment of Respect and Rapport |  |
| 1b: Demonstrating Knowledge of Students                                                                                                                                                                                          |                                                                                                                                                                                                                                                   | 2b: Establishing a Culture for Learning            |  |
| 1c: Setting Instructional Outcomes                                                                                                                                                                                               |                                                                                                                                                                                                                                                   | 2c: Managing Classroom Procedures                  |  |
| 1d: Demonstrating Knowledge of Resources                                                                                                                                                                                         |                                                                                                                                                                                                                                                   | 2d: Managing Student Behaviors                     |  |
| 1e: Designing Coherent Instruction                                                                                                                                                                                               |                                                                                                                                                                                                                                                   | 2e: Organizing Physical Space                      |  |
| 1f: Designing Student Assessments                                                                                                                                                                                                |                                                                                                                                                                                                                                                   |                                                    |  |
| Domain 3: Instruction                                                                                                                                                                                                            |                                                                                                                                                                                                                                                   | Domain 4: Professional Responsibilities            |  |
| 3a: Communicating with Students                                                                                                                                                                                                  |                                                                                                                                                                                                                                                   | 4a: Reflecting on Teaching                         |  |
| 3b: Using Questioning and Discussion                                                                                                                                                                                             |                                                                                                                                                                                                                                                   | 4b: Maintaining Accurate Records Techniques        |  |
| 3c: Engaging Students in Learning                                                                                                                                                                                                |                                                                                                                                                                                                                                                   | 4c: Communicating with Families                    |  |
| 3d: Using Assessment in Instruction                                                                                                                                                                                              |                                                                                                                                                                                                                                                   | 4d: Participating in a Professional Community      |  |
| 3e: Demonstrating Flexibility and Responsiveness                                                                                                                                                                                 |                                                                                                                                                                                                                                                   | 4e: Growing & Developing Professionally            |  |
|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                   | 4f: Showing Professionalism                        |  |
| Special Education                                                                                                                                                                                                                |                                                                                                                                                                                                                                                   | Other (Describe)                                   |  |
| <ul style="list-style-type: none"> <li>• Compliance Dates</li> <li>• Co-Teaching</li> <li>• Filemaker Pro</li> <li>• Scheduling Mtgs/LEA schedule</li> <li>• IEP writing</li> <li>• RR writing</li> <li>• IAT process</li> </ul> | <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Progress Reports</li> <li>• ESY</li> <li>• Accommodations</li> <li>• After the IEP process</li> <li>• Related Services</li> <li>• AT</li> <li>• PSSA/Keystones</li> </ul> |                                                    |  |

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

## Addendum 5: Needs Assessment for Inductees –School Counselor

### Needs Assessment for School Counselor Inductees

This form will be submitted **twice** during the induction year: **August** (or upon start of program) and **January**

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

|                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Domain 1: Planning and Preparation</b>                                                                                                                                                                                                                                                        |
| 1a: Demonstrating Knowledge of Counseling Theory and Techniques                                                                                                                                                                                                                                  |
| 1b: Demonstrating Knowledge of Child and Adolescent Development                                                                                                                                                                                                                                  |
| 1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served                                                                                                                                                                                             |
| 1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District                                                                                                                                                                     |
| 1e: Planning the Counseling Program, Integrated with the Regular School Program, and Including Developmental Guidance, Intervention, and Responsive Services. This Involves Individual and Small-Group Sessions, In-Class Activities, and Includes Crisis Prevention, Intervention, and Response |
| 1f: Developing a Plan to Evaluate the Counseling Program                                                                                                                                                                                                                                         |
| <b>Domain 2: The Environment (Office/Small Group)</b>                                                                                                                                                                                                                                            |
| 2a: Creating an Environment of Respect and Rapport                                                                                                                                                                                                                                               |
| 2b: Establishing a Culture for Productive Communication                                                                                                                                                                                                                                          |
| 2c: Managing Routines and Procedures                                                                                                                                                                                                                                                             |
| 2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School                                                                                                                                                                                 |
| 2e: Organizing Physical Space                                                                                                                                                                                                                                                                    |
| <b>Domain 3: Delivery of Service</b>                                                                                                                                                                                                                                                             |
| 3a: Assessing Student Needs                                                                                                                                                                                                                                                                      |
| 3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs                                                                                                                                                       |
| 3c: Using Counseling Techniques in Individual and Classroom Programs                                                                                                                                                                                                                             |
| 3d: Brokering Resources to Meet Needs                                                                                                                                                                                                                                                            |
| 3e: Demonstrating Flexibility and Responsiveness                                                                                                                                                                                                                                                 |
| <b>Domain 4: Professional Responsibilities</b>                                                                                                                                                                                                                                                   |
| 4a: Reflecting on Practice                                                                                                                                                                                                                                                                       |
| 4b: Maintaining Records and Submitting them in a Timely Fashion                                                                                                                                                                                                                                  |
| 4c: Communicating with Families                                                                                                                                                                                                                                                                  |
| 4d: Participating in a Professional Community                                                                                                                                                                                                                                                    |
| 4e: Engaging in Professional Development                                                                                                                                                                                                                                                         |
| 4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality                                                                                                                                                                                                  |

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and the MENTOR for validation purposes.**



# Addendum 6: Needs Assessment for Inductees –Nurse

## Needs Assessment for School Nurse Inductees

This form will be submitted **twice** during the induction year: **August** (or upon start of program) and **January**

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

|                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Domain 1: Planning and Preparation</b>                                                                                        |
| 1a: Demonstrating Medical Knowledge and Skill in Nursing Techniques                                                              |
| 1b: Demonstrating Knowledge of Child and Adolescent Development                                                                  |
| 1c: Establishing Goals for the Nursing Program Appropriate to the Setting and the Students Served                                |
| 1d: Demonstrating Knowledge of Government, Community, and District Regulations and Resources                                     |
| 1e: Planning the Nursing Program for both Individuals and Groups of Students, Integrated with the Regular School Program         |
| 1f: Developing a Plan to Evaluate the Nursing Program                                                                            |
| <b>Domain 2: The Environment (office/small group)</b>                                                                            |
| 2a: Creating an Environment of Respect and Rapport                                                                               |
| 2b: Establishing a Culture for Health and Wellness                                                                               |
| 2c: Following Health Protocols and Procedures                                                                                    |
| 2d: Supervising Health Associates                                                                                                |
| 2e: Organizing Physical Space                                                                                                    |
| <b>Domain 3: Delivery of Service</b>                                                                                             |
| 3a: Assessing Student Needs                                                                                                      |
| 3b: Administering Medications to Students                                                                                        |
| 3c: Promoting Wellness through Classes or Classroom Presentations                                                                |
| 3d: Managing Emergency Situations                                                                                                |
| 3e: Demonstrating Flexibility and Responsiveness                                                                                 |
| 3f: Collaborating with Teachers to Develop Specialized Educational Programs and Services for Students with Diverse Medical Needs |
| <b>Domain 4: Professional Responsibilities</b>                                                                                   |
| 4a: Reflecting on Practice                                                                                                       |
| 4b: Maintaining Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion                              |
| 4c: Communicating with Families                                                                                                  |
| 4d: Participating in a Professional Community                                                                                    |
| 4e: Engaging in Professional Development                                                                                         |
| 4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality                                  |

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

# Addendum 7: Needs Assessment for Inductees - Psychologist

## Needs Assessment for School Psychologist

This form will be submitted **twice** during the induction year: **August** (or upon start of program) and **January**

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

|                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Domain 1: Planning and Preparation</b>                                                                                                          |
| 1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students                                                      |
| 1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology                                                                |
| 1c: Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served                                               |
| 1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District                       |
| 1e: Planning the Psychology Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students and Including Prevention |
| 1f: Developing a Plan to Evaluate the Psychology Program                                                                                           |
| <b>Domain 2: The Environment</b>                                                                                                                   |
| 2a: Establishing Rapport with Students. This Includes Using Interpersonal Skills such as Empathy to Establish Trust and Reduce Anxiety             |
| 2b: Establishing a Culture for Positive Mental Health throughout the School                                                                        |
| 2c: Establishing and Maintaining Clear Procedures for Referrals                                                                                    |
| 2d: Establishing Standards of Conduct in the Testing Center                                                                                        |
| 2e: Organizing Physical Space for Testing of Students and Storage of Materials                                                                     |
| <b>Domain 3: Delivery of Service</b>                                                                                                               |
| 3a: Responding to Referrals; Consulting with Teachers and Administrators                                                                           |
| 3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines                                     |
| 3c: Chairing Evaluation Team                                                                                                                       |
| 3d: Planning Interventions to Maximize Students' Likelihood of Success                                                                             |
| 3e: Maintaining Contact with Physicians and Community Mental Health Service Providers                                                              |
| 3f: Demonstrating Flexibility and Responsiveness                                                                                                   |
| <b>Domain 4: Professional Responsibilities</b>                                                                                                     |
| 4a: Reflecting on Practice                                                                                                                         |
| 4b: Communicating with Families. This is Accomplished, for example, by Establishing Rapport and Securing Permissions                               |
| 4c: Maintaining Accurate Records                                                                                                                   |
| 4d: Participating in a Professional Community. This Includes Providing In-service Training when Appropriate                                        |
| 4e: Engaging in Professional Development                                                                                                           |
| 4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality                                                    |

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

# Addendum 8: Monthly Induction Report - Teacher

## Monthly Teacher Induction Report

“Educators recognize that the ability to reflect on teaching is the mark of a true professional.” – Charlotte Danielson

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

Utilize the “Elements” and “Demonstration” sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

| Domain 1: Planning and Preparation                  | Domain 2: Classroom Environment                    | Domain 3: Instruction                            | Domain 4: Professional Responsibilities       |
|-----------------------------------------------------|----------------------------------------------------|--------------------------------------------------|-----------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | 2a: Creating an Environment of Respect and Rapport | 3a: Communicating with Students                  | 4a: Reflecting on Teaching                    |
| 1b: Demonstrating Knowledge of Students             | 2b: Establishing a Culture for Learning            | 3b: Using Questioning and Discussion             | 4b: Maintaining Accurate Records Techniques   |
| 1c: Setting Instructional Outcomes                  | 2c: Managing Classroom Procedures                  | 3c: Engaging Students in Learning                | 4c: Communicating with Families               |
| 1d: Demonstrating Knowledge of Resources            | 2d: Managing Student Behaviors                     | 3d: Using Assessment in Instruction              | 4d: Participating in a Professional Community |
| 1e: Designing Coherent Instruction                  | 2e: Organizing Physical Space                      | 3e: Demonstrating Flexibility and Responsiveness | 4e: Growing & Developing Professionally       |
| 1f: Designing Student Assessments                   |                                                    |                                                  | 4f: Showing Professionalism                   |

Reflection:

Action(s) Planned:

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

# Addendum 8A: Monthly Induction Report-Special Education Teacher- SEPTEMBER ONLY

## Monthly Special Education Teacher Induction Report

### EXAMINING THE IEP PROCESS

“Educators recognize that the ability to reflect on teaching is the mark of a true professional.” Charlotte Danielson

Inductee: \_\_\_\_\_ Mentor \_\_\_\_\_ Month \_\_\_\_\_

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

| Domain 1: Planning and Preparation                                                                                                                                                                                               |                                                                                                                                                                                                                                                   | Domain 2: Classroom Environment                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|
| 1a: Demonstrating Knowledge of Content and Pedagogy                                                                                                                                                                              |                                                                                                                                                                                                                                                   | 2a: Creating an Environment of Respect and Rapport |  |
| 1b: Demonstrating Knowledge of Students                                                                                                                                                                                          |                                                                                                                                                                                                                                                   | 2b: Establishing a Culture for Learning            |  |
| 1c: Setting Instructional Outcomes                                                                                                                                                                                               |                                                                                                                                                                                                                                                   | 2c: Managing Classroom Procedures                  |  |
| 1d: Demonstrating Knowledge of Resources                                                                                                                                                                                         |                                                                                                                                                                                                                                                   | 2d: Managing Student Behaviors                     |  |
| 1e: Designing Coherent Instruction                                                                                                                                                                                               |                                                                                                                                                                                                                                                   | 2e: Organizing Physical Space                      |  |
| 1f: Designing Student Assessments                                                                                                                                                                                                |                                                                                                                                                                                                                                                   |                                                    |  |
| Domain 3: Instruction                                                                                                                                                                                                            |                                                                                                                                                                                                                                                   | Domain 4: Professional Responsibilities            |  |
| 3a: Communicating with Students                                                                                                                                                                                                  |                                                                                                                                                                                                                                                   | 4a: Reflecting on Teaching                         |  |
| 3b: Using Questioning and Discussion                                                                                                                                                                                             |                                                                                                                                                                                                                                                   | 4b: Maintaining Accurate Records Techniques        |  |
| 3c: Engaging Students in Learning                                                                                                                                                                                                |                                                                                                                                                                                                                                                   | 4c: Communicating with Families                    |  |
| 3d: Using Assessment in Instruction                                                                                                                                                                                              |                                                                                                                                                                                                                                                   | 4d: Participating in a Professional Community      |  |
| 3e: Demonstrating Flexibility and Responsiveness                                                                                                                                                                                 |                                                                                                                                                                                                                                                   | 4e: Growing & Developing Professionally            |  |
|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                   | 4f: Showing Professionalism                        |  |
| Special Education                                                                                                                                                                                                                |                                                                                                                                                                                                                                                   | Other (Describe)                                   |  |
| <ul style="list-style-type: none"> <li>• Compliance Dates</li> <li>• Co-Teaching</li> <li>• Filemaker Pro</li> <li>• Scheduling Mtgs/LEA schedule</li> <li>• IEP writing</li> <li>• RR writing</li> <li>• IAT process</li> </ul> | <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Progress Reports</li> <li>• ESY</li> <li>• Accommodations</li> <li>• After the IEP process</li> <li>• Related Services</li> <li>• AT</li> <li>• PSSA/Keystones</li> </ul> |                                                    |  |

### **IEP ACTIVITY-The IEP PROCESS IN THE CYBER SETTING**

OBJECTIVES-The special education teacher will:

- Identify the purpose and attributes of a high quality IEP.
- Investigate IEP procedural requirements, guidelines, and common errors.
- Examine PA Cyber’s processes and procedures for the IEP process.

### **TASK: IEP EXPLORATION**

- Click on **Vanderbilt University’s IRIS Center Resource Locator** below:  
<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>
- Click **scroll down to IEP’s (45) and then click on Module 5**
- Click on IEP’s: **Developing High-Quality Individualized Education Programs**
- Click on **PAGE 1-Overview of High Quality IEP’s** (Larry Wexler)

- Click on **PAGE 4-*Procedural Requirements: Guidelines and Common Errors*** (Waldrian Boy and Tamara McLean)
- Review PA Cyber School Policies and Procedures
  - ✓ Obtain a copy of PA Cyber’s special education policies and procedures.
  - ✓ Focus on the sections detailing the IEP process, including timelines, documentation requirements, and communication protocols.
  - ✓ Review sample IEP’s.
- Observe an IEP Meeting (with permission).
- Familiarize yourself with the tools and resources available at the school, such as IEP Software (FileMaker Pro), templates, and progress monitoring tools.
- Identify and review the process for requesting support for your students.
- Reflect on what you have learned and identify any area where you need further clarification and/or training.

### **SUMMATIVE ASSIGNMENT:**

\*\*Using the DRISCOLL REFLECTION MODEL (*What?, So What?, Now What?*) from the [REFLECTIVE MODELS FOR EDUCATORS](#) resource in the handbook in addendum links!

Choose “3” items from the list below to describe what you learned from this task.

- Key takeaways from policies and procedures review.
- Observations from the IEP meeting.
- Notes from sample IEP’s.
- Resources and tools available at the school.
- A personal action plan for your role in the IEP process.

# Addendum 9: Monthly Induction Report – School Counselor

## Monthly School Counselor Induction Report

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

| Domain 1: Planning and Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Domain 2: The Environment (Office/Small Group)                                                                                                                                                                                                                                                             | Domain 3: Delivery of Service                                                                                                                                                                                                                                                                                                                  | Domain 4: Professional Responsibilities                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a: Demonstrating Knowledge of Counseling Theory and Techniques<br>1b: Demonstrating Knowledge of Child and Adolescent Development<br>1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served<br>1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District<br>1e: Planning the Counseling Program, Integrated with the Regular School Program, and Including Developmental Guidance, Intervention, and Responsive Services.<br>1f: Developing a Plan to Evaluate the Counseling Program | 2a: Creating an Environment of Respect and Rapport<br>2b: Establishing a Culture for Productive Communication<br>2c: Managing Routines and Procedures<br>2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School<br>2e: Organizing Physical Space | 3a: Assessing Student Needs<br>3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs<br>3c: Using Counseling Techniques in Individual and Classroom Programs<br>3d: Brokering Resources to Meet Needs<br>3e: Demonstrating Flexibility and Responsiveness | 4a: Reflecting on Practice<br>4b: Maintaining Records and Submitting them in a Timely Fashion<br>4c: Communicating with Families<br>4d: Participating in a Professional Community<br>4e: Engaging in Professional Development<br>4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality |

*\***Reflective practice** enables inductees to analyze real experience providing opportunities to examine behaviors, interactions, and decisions in a process of continuous learning.*

Reflection: Please recap your monthly work/interaction with your mentor and provide a reflection related to a specific experience(s) that required action and the outcome.

Action(s) Planned:

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

# Addendum 10: Monthly Induction Report – School Nurse

## Monthly School Nurse Induction Report

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

| <b>Domain 1: Planning and Preparation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Domain 2: The Environment (office/small group)</b>                                                                                                                                                                           | <b>Domain 3: Delivery of Service</b>                                                                                                                                                                                                                                                                                                                                       | <b>Domain 4: Professional Responsibilities</b>                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a: Demonstrating Medical Knowledge and Skill in Nursing Techniques<br>1b: Demonstrating Knowledge of Child and Adolescent Development<br>1c: Establishing Goals for the Nursing Program Appropriate to the Setting and the Students Served<br>1d: Demonstrating Knowledge of Government, Community, and District Regulations and Resources<br>1e: Planning the Nursing Program for Both Individuals and Groups of Students, Integrated with the Regular School Program<br>1f: Developing a Plan to Evaluate the Nursing Program | 2a: Creating an Environment of Respect and Rapport<br>2b: Establishing a Culture for Health and Wellness<br>2c: Following Health Protocols and Procedures<br>2d: Supervising Health Associates<br>2e: Organizing Physical Space | 3a: Assessing Student Needs<br>3b: Administering Medications to Students<br>3c: Promoting Wellness through Classes or Classroom Presentations<br>3d: Managing Emergency Situations<br>3e: Demonstrating Flexibility and Responsiveness<br>3f: Collaborating with Teachers to Develop Specialized Educational Programs and Services for Students with Diverse Medical Needs | 4a: Reflecting on Practice<br>4b: Maintaining Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion<br>4c: Communicating with Families<br>4d: Participating in a Professional Community<br>4e: Engaging in Professional Development<br>4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality |

Reflection:

Action(s) Planned:

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_  
**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

# Addendum 11: Monthly Induction Report – School Psychologist

## Monthly School Psychologist Induction Report

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

Please circle the component(s) being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

| Domain 1: Planning and Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Domain 2: The Environment                                                                                                                                                                                                                                                                                                                                                                                                                 | Domain 3: Delivery of Service                                                                                                                                                                                                                                                                                                                                                                                                                     | Domain 4: Professional Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students<br>1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology<br>1c: Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served<br>1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and beyond the School and District<br>1e: Planning the Psychology Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students and Including Prevention<br>1f: Developing a Plan to Evaluate the Psychology Program | 2a: Establishing Rapport with Students. This Includes Using Interpersonal Skills such as Empathy to Establish Trust and Reduce Anxiety<br>2b: Establishing a Culture for Positive Mental Health throughout the School<br>2c: Establishing and Maintaining Clear Procedures for Referrals<br>2d: Establishing Standards of Conduct in the Testing Center<br>2e: Organizing Physical Space for Testing of Students and Storage of Materials | 3a: Responding to Referrals; Consulting with Teachers and Administrators<br>3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines<br>3c: Chairing Evaluation Team<br>3d: Planning Interventions to Maximize Students' Likelihood of Success<br>3e: Maintaining Contact with Physicians and Community Mental Health Service Providers<br>3f: Demonstrating Flexibility and Responsiveness | 4a: Reflecting on Practice<br>4b: Communicating with Families. This is Accomplished, for example, by Establishing Rapport and Securing Permissions<br>4c: Maintaining Accurate Records<br>4d: Participating in a Professional Community. This Includes Providing In-service Training when Appropriate<br>4e: Engaging in Professional Development<br>4f: Showing Professionalism. This Includes Integrity, Advocacy, and Maintaining Confidentiality |

Reflection:

Action(s) Planned:

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**



# Addendum 12A: Induction Lesson Reflection Reports

## Induction Lesson Reflection Report – **Mentee Views Mentor Lesson**

Inductee \_\_\_\_\_ Mentor \_\_\_\_\_

Month: \_\_\_\_\_

**Course Title/Section of lesson observed:**

\_\_\_\_\_

**Date and Time of lesson observed:**

\_\_\_\_\_

### **Student Engagement**

1. Did you notice any specific moments when students seemed particularly engaged or interested in the lesson? Be specific and provide example(s)
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. Overall, how would you rate the students' engagement during the lesson on a scale from 1 to 10? What specific factors influenced your rating?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
3. Did the teacher provide opportunities for student interaction and collaboration? How did students respond to these opportunities?"

### **Questioning Techniques**

4. Did the teacher use divergent questions to encourage students to think creatively or explore multiple perspectives? Can you give an example?

5. How did students respond to closed-ended questions? Were they able to provide accurate and concise answers?

6. Did the teacher use higher-order questions that required analysis, synthesis, or evaluation? Can you provide an example

7. Did the teacher encourage student-to-student questioning or peer discussions? If so, how did this impact the learning environment?

8. Did the teacher use wait time effectively after asking questions? How did this influence student responses?

**Academic Learning Time (ALT)** is a concept describing the portion of instructional time during which students are actively engaged and successfully learning. It encompasses several key components:

**A. Allocated Time:**

*The total time scheduled for instruction in a specific subject or activity.*

**B. Engaged Time (Time on Task):**

*The portion of allocated time during which students are actively engaged in learning activities. This includes listening, discussing, reading, writing, and other forms of participation.*

**C. Successful Learning Time:**

*The portion of engaged time during which students are not only participating but also understanding and mastering the content or skills being taught. This is often measured by the accuracy and quality of student responses and their ability to complete tasks successfully.*

9. How effectively does the teacher use the allocated instructional time? Are there any noticeable periods of wasted time?" Did the lesson start and end on time? How much time was spent on transitions between activities?"

10. "What methods did the teacher use to check for understanding and ensure students were successfully learning?" Be specific.

11. Based on your observations, how effectively did the teacher maximize Academic Learning Time (ALT)?

### **Closure**

12. Did the teacher bring the lesson to a close in a structured and reflective manner by consolidating the learning, reinforcing key concepts, and providing a sense of completion?

13. Did the teacher use effective lesson closure techniques (i.e. exit tickets, think-pair-share, 3-2-1 strategy etc.)?

**INDUCTEE REFLECTION:** What did you learn from this experience that will help you with your future lessons?

**MENTOR REFLECTION:** What did you learn from this experience that will help you with your future lessons?

# Addendum 12B: Induction Lesson Reflection Reports

## Induction Lesson Reflection Report – **Mentor Views Mentee Lesson**

Inductee \_\_\_\_\_ Mentor \_\_\_\_\_  
Month: \_\_\_\_\_

**Course Title/Section of lesson observed:**

\_\_\_\_\_

**Date and Time of lesson observed:**

\_\_\_\_\_

### **Student Engagement**

1. Did you notice any specific moments when students seemed particularly engaged or interested in the lesson? Be specific and provide example(s)
  
2. Overall, how would you rate the students' engagement during the lesson on a scale from 1 to 10? What specific factors influenced your rating?
  
3. Did the teacher provide opportunities for student interaction and collaboration? How did students respond to these opportunities?"

## **Questioning Techniques**

4. Did the teacher use divergent questions to encourage students to think creatively or explore multiple perspectives? Can you give an example?

5. How did students respond to closed-ended questions? Were they able to provide accurate and concise answers?

6. Did the teacher use higher-order questions that required analysis, synthesis, or evaluation? Can you provide an example

7. Did the teacher encourage student-to-student questioning or peer discussions? If so, how did this impact the learning environment?

8. Did the teacher use wait time effectively after asking questions? How did this influence student responses?

**Academic Learning Time (ALT)** is a concept describing the portion of instructional time during which students are actively engaged and successfully learning. It encompasses several key components:

**A. Allocated Time:**

*The total time scheduled for instruction in a specific subject or activity.*

**B. Engaged Time (Time on Task):**

*The portion of allocated time during which students are actively engaged in learning activities. This includes listening, discussing, reading, writing, and other forms of participation.*

**C. Successful Learning Time:**

*The portion of engaged time during which students are not only participating but also understanding and mastering the content or skills being taught. This is often measured by the accuracy and quality of student responses and their ability to complete tasks successfully.*

9. How effectively does the teacher use the allocated instructional time? Are there any noticeable periods of wasted time?"  
Did the lesson start and end on time? How much time was spent on transitions between activities?"

10. "What methods did the teacher use to check for understanding and ensure students were successfully learning?" Be specific.

11. Based on your observations, how effectively did the teacher maximize Academic Learning Time (ALT)?

### **Closure**

12. Did the teacher bring the lesson to a close in a structured and reflective manner by consolidating the learning, reinforcing key concepts, and providing a sense of completion?

13. Did the teacher use effective lesson closure techniques (i.e. exit tickets, think-pair-share, 3-2-1 strategy etc.)?



**INDUCTEE REFLECTION:** What did you learn from this experience that will help you with your future lessons?

**MENTOR REFLECTION:** What did you learn from this experience that will help you with your future lessons?

# Addendum 12C: Induction Lesson Reflection Reports

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## Induction Lesson Reflection Report – Inductee Views Teacher Lesson

Inductee \_\_\_\_\_ Mentor \_\_\_\_\_ Month: \_\_\_\_\_

|                                                                                                                                                    |                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. Were students actively engaged and/or involved in learning? Explain.                                                                            | 4. Was the “Closure “effective? Explain.                                                              |
| 2. Were questioning techniques effective? (Fluency, probing, higher order, divergent-open ended) Explain.                                          | 5. FOR INDUCTEE: What did you learn from this experience that will help you with your future lessons? |
| 3. Was use of time efficient? (pre class time, start class on time, smooth transition, content covered, pacing, controlled interruptions) Explain. | 6. FOR TEACHER: What did you learn from this experience that will help you with your future lessons?  |

**Course and Title** of lesson observed: \_\_\_\_\_

**Date and Time** of lesson observed: \_\_\_\_\_

Inductee Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

# Addendum 12D: Strategic Teaching Report- Teacher

## JANUARY SUBMISSION

### Strategic Teaching Report-JANUARY

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: January

**Please circle the component(s) being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

Utilize the “Elements” and “Demonstration” sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

| Domain 1: Planning and Preparation                  | Domain 2: Classroom Environment                    | Domain 3: Instruction                            | Domain 4: Professional Responsibilities       |
|-----------------------------------------------------|----------------------------------------------------|--------------------------------------------------|-----------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | 2a: Creating an Environment of Respect and Rapport | 3a: Communicating with Students                  | 4a: Reflecting on Teaching                    |
| 1b: Demonstrating Knowledge of Students             | 2b: Establishing a Culture for Learning            | 3b: Using Questioning and Discussion             | 4b: Maintaining Accurate Records Techniques   |
| 1c: Setting Instructional Outcomes                  | 2c: Managing Classroom Procedures                  | 3c: <b>Engaging Students in Learning</b>         | 4c: Communicating with Families               |
| 1d: Demonstrating Knowledge of Resources            | 2d: Managing Student Behaviors                     | 3d: <b>Using Assessment in Instruction</b>       | 4d: Participating in a Professional Community |
| 1e: Designing Coherent Instruction                  | 2e: Organizing Physical Space                      | 3e: Demonstrating Flexibility and Responsiveness | 4e: Growing & Developing Professionally       |
| 1f: Designing Student Assessments                   |                                                    |                                                  | 4f: Showing Professionalism                   |

**TASK:** Utilizing the *Thoughtful Classroom Custom Online Professional Suite*, choose ONE of the THREE module topics (below) to complete and integrate at least one strategy in a lesson and describe your experience as the teacher and the students’ experience as a learner. Be sure to discuss levels of engagement and efficacy in your response and share if you would make any changes in your plan (NOTE: The “3” Modules address DOMAIN 3-3c/3d in the Danielson Framework).

- INSTRUCTIONAL FOCUS | **Using Curiosity to Advance Student Learning**
- INSTRUCTIONAL FOCUS | **Using Inquiry & Meaning Making to Advance Student Learning**
- INSTRUCTIONAL FOCUS | **Using Formative Assessment to Advance Student Learning**

## Addendum 13: Suggested Topics for Monthly Administrative Work Sessions

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### Early Childhood, Elementary and Secondary Educators (including Special Education)

To receive Department approval, a school entity Professional Education plan must include strategies for all classroom teachers to enhance their content area knowledge and pedagogical skills, with particular attention to the needs of diverse learners who are below proficient or below grade-level.

#### Content Area

All early childhood, elementary and secondary educators will be expected to participate in content-specific professional development within their area of certification or assigned work over the course of the Professional Education Plan. All teachers certified in Special Education are encouraged to obtain at least half of their required hours for Act 48 in one or more academic content areas.

#### *Examples of Acceptable Activities:*

- Building knowledge of literacy, mathematics, and science-specific content
- Building knowledge of specific content in other areas covered by the Pennsylvania academic standards, for teachers who are assigned to those areas
- Curriculum development aligned with Pennsylvania standards
- Data analysis training (all aspects of assessment and evaluation)

#### Teaching Practices

All early childhood, elementary and secondary educators will be expected to participate in professional development activities that advance high-quality classroom instruction over the course of the Professional Education Plan.

#### *Examples of Acceptable Activities:*

- Training in assessing students and analyzing student data to implement effective change in instruction
- Observing exemplary school and classroom practices and collaboratively designing instructional strategies based on analysis of the observed experience
- Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas
- Acquiring technology skills and designing strategies to integrate technology into the instructional setting
- Creating shared lessons that help students learn specific skills that assessments identify as weak or lacking
- Acquiring secondary strategies to increase student engagement and personalize learning
- Training in how to create safe and welcoming learning environments
- Improving understanding of the academic, social, emotional, and physical needs of all learners.
- Developing knowledge and skills in how to involve families and other stakeholders in the educational process
- Training in dealing with non-academic issues that may affect learning (grief counseling, intervening in student-on-student harassment, etc.)
- School or district-wide planning (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness)

#### Meeting the Needs of Diverse Learners

All teachers certified in early childhood, elementary or secondary education (including special education) should participate in continued education focused on enhancing their ability to teach diverse learners in inclusive settings – with a focus on students who are below proficient or below grade-level – i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn. An inclusive setting is the placement of students with disabilities and English language learners in a regular classroom setting.

### School Counselors

All elementary, middle, and secondary school counselors will be expected to participate in content-specific professional development applicable to their assigned level of work over the course of the Professional Education Plan. This professional development should include studies to build capacity to address the needs of diverse learners who are below proficient or below grade-level – i.e., those who, because of gender, ethnic background, socioeconomic status, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn.

#### *Examples of Acceptable Activities:*

- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students
- Training that provides an understanding of the cultural context of relationships, issues, and trends in a multicultural, diverse society
- Study of developmental disorders
- Training to disaggregate data in relation to student achievement
- Working with instructional teams to develop curriculum/lesson plans
- Training that builds capacity to collaborate with teams of teachers, school leadership and parents
- Design and implementation of a comprehensive, data-driven school counseling program
- Training in the facilitation and evaluation of advisory programs
- Training that deals with special needs like homelessness, adolescent depression, etc.
- Career development program: planning, organization, implementation, administration, and evaluation
- School or district-wide planning and team planning activities (strategic, professional development, induction, special education, gifted education, school improvement, interventions for struggling students, technology, student support, and wellness) with other professional employees, where those professional employees are receiving Act 48 credit

## Educational Specialists

Educational specialists, other than school counselors, must participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve in order to increase the ability of students to succeed academically.

Content knowledge for education specialists may include training in how to reduce health problems and prevent health risk behaviors that delay student learning.

#### *Examples of Acceptable Activities:*

- Identifying the health and social services needs and assets of students, families, schools, and communities by using diverse types of data
- Training to acquire health risk reduction and prevention strategies
- Study of school-based health programs at state and national levels
- Student Assistance Program training
- Learning how to implement school-wide programs and classroom management strategies designed to improve student conduct
- Studies related to cross-organizational professional development on social and health services issues
- Prevention training on contemporary health issues affecting school age children
- Training for emergency preparedness: CPR/AED training and certification updates
- Professional education programs that grant Continuing Education Units (CEUs) for purpose of licensure
- School- or district-wide planning (strategic, professional development, induction, special education, gifted education, school improvement, technology and student support, wellness)

## Addendum 14: In-Service/PD Activity Reflection

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**TWO (2)** In-Service Activity Reflections and **TWO (2)** PD Activity Reflections must be submitted during the course of the induction year. The In-Service Reflections shall be submitted for the *October* and *February* in-services. The PD Activity Reflection can be from any other professional development activity throughout the course of the induction year.

| EMPLOYEE INFORMATION |                                            |                                             |                |                                 |                                 |                                 |                                  |                                   |
|----------------------|--------------------------------------------|---------------------------------------------|----------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|-----------------------------------|
| Name                 |                                            |                                             |                | Date                            |                                 |                                 |                                  |                                   |
| <b>In-Service</b>    | <input type="checkbox"/><br><b>October</b> | <input type="checkbox"/><br><b>February</b> | <b>Academy</b> | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 | <input type="checkbox"/><br>Other |
| <b>PD Activity</b>   | <b>Name/Title of Activity:</b>             |                                             |                | <b>Date of Activity:</b>        |                                 |                                 |                                  |                                   |

1. To what extent did this event meet your expectations?
  
  
  
2. What aspects of the event were most useful to your job? Please explain and provide specific skills and/or knowledge.
  
  
  
  
  
  
3. What aspects of this event did you find least useful? Please explain.
  
  
  
  
  
  
4. **For PD Activities Only:** Would you recommend this PD Activity to a colleague? Why or Why Not?

**\*\*\*THIS QUESTION PERTAINS TO CULTURALLY RESPONSIVE-SUSTAINING EDUCATION (CRSE) PD ONLY**

5. How do you assess your own cultural competence as an educator, and what specific areas do you feel need further development to better support a diverse student population?

Inductee Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

**Forms must be signed by the INDUCTEE and by the MENTOR for validation purposes.**

Addendum 15: End of Year Induction Reflection – Mentor

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The Pennsylvania Cyber Charter School

End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                 |                                  |
|----------------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|
| Mentor Name          |                                 |                                 |                                 |                                  |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   |                                 |                                 |                                 |                                  |
| Assigned Inductee    |                                 |                                 |                                 |                                  |

- 1. How did this mentor role benefit your own teaching?
  
  
  
  
  
  
  
  
  
  
- 2. What, if any, obstacles were in the way of you being a more effective mentor?
  
  
  
  
  
  
  
  
  
  
- 3. What types of activities/suggestions would you like to suggest for future inductees?

| Signature | Date |
|-----------|------|
|           |      |

## Addendum 16: End of Year Induction Reflection – Inductee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Inductee

| Employee Information |                                 |                                 |                                 |                                  |
|----------------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|
| Name                 |                                 |                                 |                                 |                                  |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   |                                 |                                 |                                 |                                  |
| Assigned Inductee    |                                 |                                 |                                 |                                  |

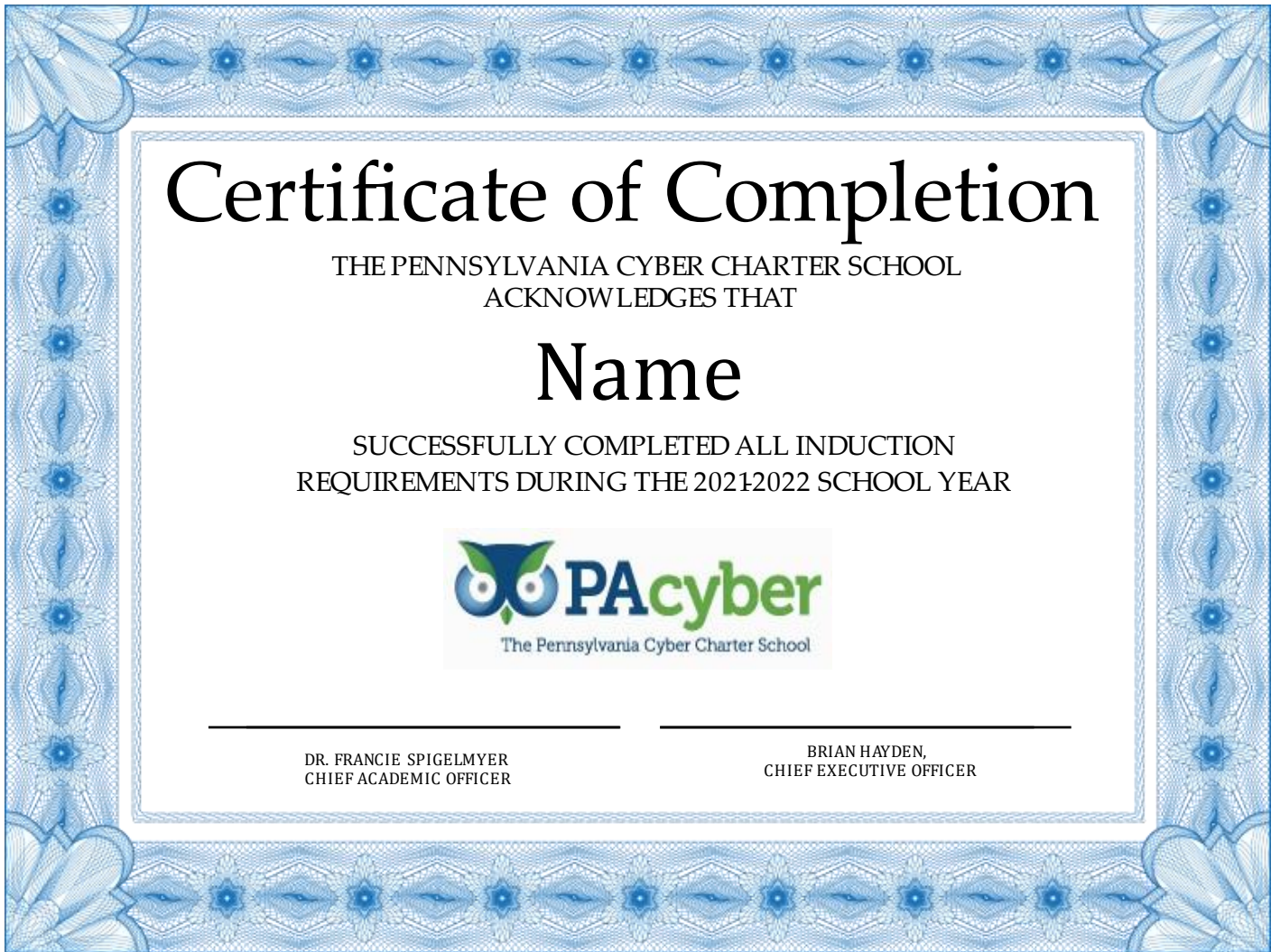
1. What was the most beneficial part of your induction program and why.

2. Were there any barriers that hindered your year of induction? If so, explain.

3. What types of activities would you like to suggest for future inductees?

| Signature | Date |
|-----------|------|
|           |      |







# Tracking Act 48 Hours/COMPLY/Uploading Information

**Overview:** PA Cyber tracks act 48 hours by submitting information through a program called COMPLY (hosted by EDU.LINK). Depending on the type of training, different types of events are created to ensure and track that all eligible employees receive their required hours. Upon hiring, all new employees are set up with an COMPLY account to track and monitor hours. COMPLY is configured to automatically transfer the data entered (hours) to the employee's PERMS account with the accounts connected to PERMS by their PPID.

**Types of Events in COMPLY:** There are two main types of events set up in COMPLY: group events and individual (or solo) events.

## 1. Group Events:

Group events typically include school-wide or department-wide training sessions, such as the annual "academic" in-service event at the beginning of each school year. Attendance for these events is recorded through both online systems and physical sign-in sheets. Proof of attendance, along with the event agenda detailing hours of attendance, is uploaded to the event's main page in COMPLY. Participants on the attendance roster are then added to the event and notified to complete a questionnaire to receive credit for their designated hours. After all necessary information is entered according to the agenda and attendance sheets, the event is finalized. See example below.

The screenshot displays the COMPLY BY EDULINK interface for an event titled "Academic In Service (Including Title IX) 2024". The interface is organized into several sections:

- Header:** Shows the user's name, "Roxanne Ranelli", and navigation options like "Support", "Messages", and "Logout".
- Left Sidebar:** Contains navigation menus for "Supervision Management", "My Compliance Items", "Requests", "User Management", "Group Management", "Questionnaire Management", "Reporting", and "Portal Management".
- Main Content Area:**
  - Cycle Progress:** A blue progress bar is shown.
  - Description:** "Act 48 Item".
  - Instructions:** "Purpose - The purpose of this training is to track attendance and gather feedback about the training, and submit Act 48 hours to PERMS." and "Step 1 - At the completion of the in-service, complete the questionnaire to provide feedback (click the blue Complete Questionnaire button)".
  - Notes:** "Step 2 - When finished, submit for approval (click the green Submit for Approval button)" and "Note - Once this compliance item is approved by the Act 48 Coordinator, your hours will be submitted to PERMS and you will receive an email."
  - Resource Links:** A list of links.
  - Documents:** Two files are listed: "Academic In-Service Participant List 8-14-2024.xlsx" and "Academic In-Service Agenda 2024-2025.pdf", both of which are circled in red.
  - Questionnaire Preview:** "Act 48 Professional Development Survey for Educators and School Leaders".
  - Roster:** A table with columns for "Priority", "Name", "Due Date", "Completed", "Act 48 - A8", "History", "Evidence", and "Advanced Search". The first row shows "Abbott, Katie" with a due date of "09/06/2024" and a status of "(6 H)".
- Right Sidebar:** Contains details for "Compliance Cycle Type", "Item Timeline", "Sub Type", "Start Date", "End Date", "Recurrence", "Person of Contact", "Watchers", "Approval Stages", "User Requirements", "Reminders", "Act 48", "Hours", "Provider", "Activity Type", and "Course Type".

## 2. Individual (Solo) Events:

Individual events are set up for employees who attend a training or complete a course where they receive individual certificates. An example is the mandatory “mandated reporter” training, which requires each employee to complete two parts totaling 3 (three) Act 48 hours. After completion, employees submit their certificates, which are then uploaded in COMPLY under a specific event created for the individual participant. Since certificates are provided as proof, no questionnaire is needed. The event is then “approved,” and the employee receives credit for the hours. The certificates must include the title of the training, the date, and the hours of completion. See example below.

The screenshot displays the COMPLY BY EDULINK interface for a user named Roxanne Ranelli. The main content area shows details for a compliance item titled "Carnot - Mandated Reporter Training". The item is marked as "Archived" and has a green progress bar indicating 100% completion. The description states: "Act 48 item". The instructions specify: "NO ACTION IS REQUIRED. The purpose of this item is to submit previously earned Act 48 hours. No action is required." A note mentions that users will receive an email notification when Act 48 hours are successfully submitted to PERMS. The item is associated with the user Roxanne Ranelli, who is the Act 48 Coordinator. The item has 3 hours and is provided by PA Cyber. The activity type is Act 48 Professional Development Activity, and the course type is Act 48 Professional Development. Two documents are listed: "Taylor Mandated 1.html" and "Taylor mandated 2.html", both of which are circled in red. A "Roster" link is also visible. The interface includes a sidebar with navigation options such as Supervision Management, My Compliance Items, Requests, User Management, Group Management, Questionnaire Management, Reporting, and Portal Management. A table at the bottom shows a list of items, with the current item "Carnot, Taylor" highlighted.

**Important Notes:** For group events like the Academic In-Service, not all participants may attend the entire training opportunity due to various circumstances or differing requirements. In such cases, Act 48 hours are adjusted during final approval. Each participant's attendance is reviewed individually against the sign-in/sign-out sheets, and hours are manually adjusted if necessary before final approval and submission.

\*This streamlined process ensures accurate tracking and compliance with Act 48 requirements, making it easy to retrieve and verify information as needed.

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                                   |                                 |                                            |                                  |
|----------------------|---------------------------------------------------|---------------------------------|--------------------------------------------|----------------------------------|
| Name                 | Peyton Baker                                      |                                 |                                            |                                  |
| Academy              | <input type="checkbox"/><br>K-2                   | <input type="checkbox"/><br>3-5 | <input checked="" type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 7 <sup>th</sup> and 8 <sup>th</sup> grade English |                                 |                                            |                                  |
| Assigned Mentor      | Elizabeth Podolak                                 |                                 |                                            |                                  |

**1. What was the most beneficial part of your induction program and why.**

I believe that the most beneficial part of my induction was being able to talk to my mentor every day and work with them for classroom lessons. I think it really helped to have someone in my subject area, as well as grade level to talk to and discuss how a lesson could be improved for next year, or even throughout the day. My mentor also introduced me to others on the 7<sup>th</sup> grade English team, that helped create engaging lessons and brainstorm new ideas for the upcoming year.

**2. Were there any barriers that hindered your year of induction? If so, explain.**

I feel that one of the barriers that hindered my year of induction is that my mentor was not on-site like I was. My reason being, is that if there was an issue, or wanting to review something on my computer it came down to sending pictures and trying to explain over emails. I feel that having a person face-to-face to explain these things could be a little more beneficial. I also feel that there should be an outline of things to review with your mentor, such as share-point, PTO, wellness hours, programs, and involvement at PA Cyber, etc. There was still a lot I didn't know, and possibly still do not because I don't know what questions to ask, nor does my mentor.

**3. What types of activities would you like to suggest for future inductees?**

I feel that there should be at least one meeting of most people from PA Cyber, so that way you know who is on your team, what they look like, who to reach out to, even a cheat sheet that lists everyone in your department, who to contact with issues, how to get involved, etc. I know that there are people from all over the area, but even having a PA Cyber picnic, or something to get people in the region together, meeting some people face-to-face would be nice.

| Signature                                                                           | Date      |
|-------------------------------------------------------------------------------------|-----------|
|  | 5-16-2022 |

Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

End of Year Induction Evaluation – Mentor

| Employee Information |                              |                              |                                         |                               |
|----------------------|------------------------------|------------------------------|-----------------------------------------|-------------------------------|
| Mentor Name          | Elizabeth Podolak            |                              |                                         |                               |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input checked="" type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | Grade 7 / English            |                              |                                         |                               |
| Assigned Mentee      | Peyton Baker                 |                              |                                         |                               |

1. How did this mentor role benefit your own teaching?

The mentor role allowed me to reflect on my own instruction and responsibilities as a virtual teacher. I was able to share my knowledge, instructional methods and techniques, and experiences with the inductee and other colleagues that we work closely with. It also increased my communication with colleagues, which is an important characteristic of an educator.

2. What, if any, obstacles were in the way of you being a more effective mentor?

There wasn't any specific obstacles that hindered the experience. As a virtual teacher there are many responsibilities during the school day and evening hours, so it was important to maintain scheduled meetings with the inductee to review monthly progress, concerns, and projects.

3. What types of activities/suggestions would you like to suggest for future inductees?

I would suggest the following activities/suggestions for future inductees:

- Participate in faculty meetings and curriculum/data meetings
- Attend professional development opportunities (like PCTELA or NCTE for English teachers)
- Volunteer at PA Cyber field trips, Family Link events, and Special Olympics
- Maintain constant communication with students, families, and colleagues
- Remain organized in your daily routine and lesson planning
- Remain up to date with deadlines and school events

| Signature                | Date        |
|--------------------------|-------------|
| <i>Elizabeth Podolak</i> | May 9, 2022 |





The Pennsylvania Cyber Charter School

End of Year Induction Evaluation - Mentee

Employee Information

Name Marissa D'Amore

Academy 3-5  2  3-5  6-8  9-12

Grade/Subject Area 3rd BC

Assigned Mentor Nicole Jeffers

1. What was the most beneficial part of your induction program and why?

It was very beneficial to have a "go-to" person when I had any questions. Having a successful veteran teacher to gain insight and tips from made my 1st year at PAcyber much easier!

2. Were there any barriers that hindered your year of induction? If so, explain.

It was challenging to keep up with the monthly tasks on top of the workload of being a 1st year teacher.

3. What types of activities would you like to suggest for future inductees?

I think it would be helpful to have an assigned topic to discuss and work on for each month, depending on things going on in school year. For ex. with it being the end of the year, we could discuss finalizing grades/ granting extensions.

Signature

Date

Marissa D'Amore

5/23/22

→ It would also be helpful to get a calendar/agenda that details what tasks need to be done each month.



The Pennsylvania Cyber Charter School

**End of Year Induction Evaluation – Mentor**

| Employee Information |                              |                                         |                              |                               |
|----------------------|------------------------------|-----------------------------------------|------------------------------|-------------------------------|
| Mentor Name          | Nicole Jeffers               |                                         |                              |                               |
| Academy              | <input type="checkbox"/> K-2 | <input checked="" type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | 3rd Grade Blended            |                                         |                              |                               |
| Assigned Mentee      | Marissa D'Amore              |                                         |                              |                               |

1. How did this mentor role benefit your own teaching?

It was so refreshing to work with a youthful and spirited young person. I have been with PA Cyber for 16 years and sometimes your ideas can begin to feel stale. I loved not only the new ideas Marissa brought, but also the enthusiasm to try new things.

2. What, if any, obstacles were in the way of you being a more effective mentor?

I didn't run into any obstacles. We were a great team!

3. What types of activities/suggestions would you like to suggest for future inductees?

I think it would have been nice if we were able to do a field trip together or some type of team building.

| Signature             | Date   |
|-----------------------|--------|
| <i>Nicole Jeffers</i> | 6/9/22 |



## End of Year Induction Evaluation – Mentee

| EMPLOYEE INFORMATION |                              |                              |                              |                                          |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------------------|
| Name                 | Amanda Huss                  |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | 9-12/Physical Science        |                              |                              |                                          |
| Assigned Mentor      | Cynthia McDonough            |                              |                              |                                          |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of the induction program was watching Cynthia's lessons and having her watch mine. It was wonderful to be able to observe an experienced cyber teacher since I had never taught cyber classes. By watching Cynthia, I learned how to pace myself and wait for student response. In cyber teaching, it may take longer for a student to respond because it is not as simple as just raising your hand. I also learned how to vary the medium for my lesson, and not to lean on slides so much. When Cynthia watched me, she was able to give me valuable feedback. I hadn't even realized that I was stopping mid-sentence to address chats that were coming in until Cynthia told me. I'm sure that was extremely confusing for students. I have learned to finish my thought before responding to the comment in the chat.

2. Were there any barriers that hindered your year of induction? If so, explain.

The only barrier I felt when I started the induction process was the new technology overload. There were a lot of programs and platforms that I had never used, and they were all presented very quickly. I feel the program would benefit from allowing inductees more time to train on the different programs and giving inductees step-by-step videos. The PowerPoints we were given were very helpful, but sometimes it is nice to see a video of the process.

Throughout the induction process itself, I felt no barriers. My mentor and supervisor were amazingly supportive and helpful. I asked a lot of questions, and they were

endlessly patient. The requirements were not overwhelming, and the monthly meetings were helpful in improving my teaching techniques.

3. What types of activities would you like to suggest for future inductees?

I would suggest watching your own lessons and doing a self-evaluation. If I had done this at the beginning, I think I would have noticed that I was stopping mid-sentence to address comments in the chat, and I would have been able to correct that much sooner. Also, there were times when I felt a lesson went poorly and asked Cynthia to watch it. She would tell me that she thought it went fine. It turns out that sometimes you are much harder on yourself than others and time feels a little different when you are teaching. I thought I was having incredibly long wait times, and it was making the lesson drag. I also thought one student was dominating the conversation. Turns out neither of these things were true. If I had watched the lesson playback myself, I probably would have seen that.

| SIGNATURE          | DATE     |
|--------------------|----------|
| <i>Amanda Huss</i> | 05/26/22 |

## End of Year Induction Evaluation – Mentor

| EMPLOYEE INFORMATION |                              |                              |                              |                                          |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------------------|
| Mentor Name          | Cynthia McDonough            |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | VC Biology and AP Biology    |                              |                              |                                          |
| Assigned Mentee      | Amanda Huss                  |                              |                              |                                          |

### 1. How did this mentor role benefit your own teaching?

This role benefitted my teaching in many ways. First, it allowed me to better understand the skills necessary for teaching online. It opened my eyes to the various techniques and requirements of a cyberlearning environment. This allowed me to search for different best practices that support these skills, try them in my classroom, then share them with my mentee. Second, this experience allowed me to look more closely at how I teach. For example, Ms. Huss suggested getting class started earlier. I never realized how much time I was taking getting to know my students instead of focusing on content. Now, I still chat with my students, but I do most of the chatting before class starts. It is a win-win as the students arrive early to chat and we have more time for content.

### 2. What, if any, obstacles were in the way of you being a more effective mentor?

One of the obstacles I encountered was trying to think of ways to engage students in various content areas. Ms. Huss had a few frustrating moments this year with student engagement. I suggested Nearpod, Newsela, Google Slides, break-out rooms, etc. However, I feel many of these techniques may have been too advanced for a first-year educator. I needed to remember that as a new teacher, Ms. Huss was learning the ins and outs of this style of teaching and may not have been able to concentrate on some of the more detailed programs available. In the future, I plan on staying more “grounded” when giving suggestions to my mentee. I must remember what it felt like to be a first-year teacher at PA Cyber. I found myself trying to think of creative ways and more “simplified”

engagement strategies. Towards the end of the year, I started suggesting community-building strategies as a way to involve students. Small activities such as making lessons relevant, encouraging the sharing of hobbies, and having the students support or refute each other's comments. These small steps can make a big difference in student participation and are easier to incorporate for a first-year instructor.

### 3. What types of activities would you like to suggest for future inductees?


Something that could be helpful in the future could be a list of helpful websites for new teachers. For example, we could poll the science department for their favorite websites, labs, and activities. Then we could compile these suggestions as a list for new teachers. This could be beneficial as the mentee is looking for resources to help them plan. Having a "one-stop list" could give them ideas. This could lessen their planning process and allow them to incorporate more engaging material into their lessons. I know Ms. Huss spent much of her time building her PowerPoints. She kept discussing how she wished she could incorporate more demos and labs but could not find much in her limited searching. Therefore, a list of resources could be of great help to a new teacher in any department.

| SIGNATURE                | DATE     |
|--------------------------|----------|
| <i>Cynthia J McLaugh</i> | 5/3/2022 |

## End of Year Induction Evaluation – Mentee

| EMPLOYEE INFORMATION |                              |                              |                                         |                               |
|----------------------|------------------------------|------------------------------|-----------------------------------------|-------------------------------|
| Name                 | Lyndsay Owens                |                              |                                         |                               |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input checked="" type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | 6-8 Academy/AIS              |                              |                                         |                               |
| Assigned Mentor      | Debra Kress                  |                              |                                         |                               |

1. What was the most beneficial part of your induction program and why.  
 During induction, I found it most helpful to have someone I could go to with my questions. Deb was there to answer anything I needed and suggest ideas on how I could do my job better.
  
2. Were there any barriers that hindered your year of induction? If so, explain.  
 No, Deb made everything extremely easy and my goals were attainable. Her guidance was so appreciated.
  
3. What types of activities would you like to suggest for future inductees?  
 For new inductees coming into PA Cyber I would suggest finding a mentor who had a similar job title and/or grade levels. This helps to make the content of the mentoring sessions more relatable and helpful.

| SIGNATURE                                                                           | DATE    |
|-------------------------------------------------------------------------------------|---------|
|  | 5/11/22 |

## End of Year Induction Evaluation – Mentor

| EMPLOYEE INFORMATION |                              |                              |                                         |                               |
|----------------------|------------------------------|------------------------------|-----------------------------------------|-------------------------------|
| Mentor Name          | Debra Kress                  |                              |                                         |                               |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input checked="" type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | 6-8 Academy                  |                              |                                         |                               |
| Assigned Mentee      | Lyndsay Owens                |                              |                                         |                               |

1. How did this mentor role benefit your own teaching?

The mentoring role helped by providing me with opportunities to utilize my Instructional Coaching Certification.

In setting up my sessions with Lyndsay, I used a lot of the techniques that I learned about in my classes. Below are some of the techniques and topics that were used and discussed.

Our main components were:

Establishing goals of what we would cover throughout the program (Based on discussion and collaboration from the needs assessments from both Lyndsay and ideas from me))

Modeling each of the topics we discussed and then having Lyndsay try those  
Reflection on how each topic worked and answering questions.

Sample Topics Covered:

- (Exact Path Research- how to edit student’s Learning Path to better suit student individual learning.
- Jigsaw Training
- Performing a screen share in Jigsaw and parent education on how to find students grades and assignments
- How to make a Pep Plan or parent Video and save to Razuna to share link with parent
- Parent communication- how to best help parents in helping their students and issues that could arise.



- How positivity can help PA Cyber employees on their current positions and the benefits of having a positive attitude.

- 

2. What, if any, obstacles were in the way of you being a more effective mentor?

I did not feel that there were any obstacles in the way. Lyndsay and I collaborated at the beginning of our sessions with a Needs Assessment and I set up plans based on that. We added things along the way also. She was very responsive to everything we covered. She tried each topic eagerly with a very positive attitude. I showed her how to make a video and she made one that day. I was very impressed with Lyndsay and her positive attitude and willingness to learn. Because of this, I feel like I was an effective Mentor to Lyndsay and I did not have any obstacles.

3. What types of activities would you like to suggest for future inductees?

I think the Induction Program is great and I can't really think of any additional activities needed. I think new employees might become too overwhelmed if we added activities.

| SIGNATURE          | DATE    |
|--------------------|---------|
| <i>Debra Kress</i> | 5-26-22 |

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                              |                              |                              |                                          |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------------------|
| Name                 | Katie Hutchison-Stowers      |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | 9-12 Social Studies          |                              |                              |                                          |
| Assigned Mentor      | Kimberly Herman              |                              |                              |                                          |

1. What was the most beneficial part of your induction program and why.

Feedback from Francie, our CAO, was the most beneficial aspect of the induction program. Francie's feedback was thorough and forced me to reflect on my pedagogical methods and skills through her questions and feedback. Francie spent a great amount of time responding to the series of reflections required throughout the induction program. Francie read the reflections with intent and supplied theories I could incorporate in my lessons and post-lesson reflections.

2. Were there any barriers that hindered your year of induction? If so, explain.

There are a few obstacles that I found challenging when it came to the induction program. Transitioning from a stay-at-home mother to a working mother being my main obstacle. I had two preps this year and it was exhausting to keep up with my own expectations as a teacher and a mother. I found it difficult at times to keep track of what I was supposed to have completed by certain dates for this induction program. Which leads me to my next point.

Unfortunately, I received most of my information of the induction program requirements from a fellow teacher who has a different mentor. It seemed the monthly meetings were improvised and not well planned. I had to schedule nearly all our monthly meetings. When the meetings were conducted, there was hardly anything mentioned of my "Needs Assessments". Most the time, she did go through what I wanted to talk about, she would "wonder" what some of the terminology meant. A couple times she did ask me questions from addendum 13 of the handbook, but it wasn't often. I was disappointed in the lack of interest and desire to help me grow as a teacher.

3. What types of activities would you like to suggest for future inductees?

The monthly meeting with the mentor is important, but I think it can be repetitive. If we were to meet with other new teachers, we could ask questions and learn from each other.



It would also be a great addition to the program to utilize our curriculum coordinators. I sit by two curriculum coordinators; they are experts in their field and in pedagogical skills. The amount of knowledge they have to offer is immense, and I believe we are not utilizing their strengths in the best way possible. We would be better teachers if we were able to have access to the curriculum coordinators on a scheduled basis. Observations by the curriculum coordinators in our classes would be a great addition. It would help us feel more comfortable and prepared for formal observations and allow us to evaluate ourselves with a teammate. Then they could also be a point of contact for all teachers because they know what is or is not working in our unique and diverse classrooms. Sharing activities and lessons of strength to teachers who need a bit more help. I would also like to plan open reflections with curriculum coordinators, where I can reflect outloud and they would ask me meaningful questions to help guide the reflection process.

|                   |        |
|-------------------|--------|
| K. W. O. S. J. H. | 6.6.22 |
|-------------------|--------|



The Pennsylvania Cyber Charter School

End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Mentor Name          | Kimberly Herman                 |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 9-12 Civics                     |                                 |                                 |                                             |
| Assigned Mentee      | Katie Hutchison-Stowers         |                                 |                                 |                                             |

1. How did this mentor role benefit your own teaching?

Having a mentee that was teaching the same class as I opened up a door for new collaboration opportunities. Katie introduced me to new resources and technology that I hadn't used before. It also allowed me opportunities for more reflections on my own teaching and classroom procedures as I got to work with a colleague on theirs.

2. What, if any, obstacles were in the way of you being a more effective mentor?

In the past I felt not being on site with them was an obstacle, but I didn't feel that this year with Katie.

3. What types of activities/suggestions would you like to suggest for future inductees?

If possible, a little training or in-service days before the school year starts. I remember when I was hired, we had 2 weeks of training before the school year started that focuses on the systems we used etc. Perhaps, again, if possible, their end of the year days could be split between the beginning and end of the year. That way they have some familiarity with the systems before the back to school and academic in-service days that would highly benefit them.

| Signature | Date   |
|-----------|--------|
|           | 6/2/21 |

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                     |                                 |                                 |                                             |
|----------------------|-------------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Name                 | Erica Strader                       |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2     | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 9-12 English Curriculum Coordinator |                                 |                                 |                                             |
| Assigned Mentor      | Amy Nyeholt                         |                                 |                                 |                                             |

1. What was the most beneficial part of your induction program and why.

Collaborating with my mentor was the most beneficial part of the program. Overall, the Induction Program does not align with all positions and is geared toward teachers; it was challenging to apply the goals to my current position as a Curriculum Coordinator. Taking the time to discuss the role, challenges, and overall new employment information with my mentor was helpful. Amy guided me every step of the way this past year, and she took the time to not only show me the way but train me when I needed it. Taking the time to reflect on what I was doing each month as I learned my role was a useful part of the program as well.

2. Were there any barriers that hindered your year of induction? If so, explain.

Like I said in the previous response, this program is designed for first year teachers and completing this program as a Curriculum Coordinator was a bit challenging. I think that a “new employee” program for non-teachers would be more useful.

3. What types of activities would you like to suggest for future inductees?

I think that if Pa Cyber created a “New Employee” training for first year employees that focused on all of the programs we use regularly (Genius, Jigsaw, Buzz), the “ins and outs” of how Pa Cyber operates, who to contact when you experience problems, a detailed overview of the policies at Pa Cyber, etc. This would truly be beneficial to new employees here at Pa Cyber.

| Signature            | Date      |
|----------------------|-----------|
| <i>Erica Strader</i> | 5/24/2022 |

## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                              |                              |                                         |                               |
|----------------------|------------------------------|------------------------------|-----------------------------------------|-------------------------------|
| Mentor Name          | Amy Nyeholt                  |                              |                                         |                               |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input checked="" type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | English Curriculum 6-8       |                              |                                         |                               |
| Assigned Mentee      | Erica Strader                |                              |                                         |                               |

**1. How did this mentor role benefit your own teaching?**

For both my teaching and role as a Curriculum Coordinator, I believe mentoring always provides me with a fresh perspective on what our role is and how we do it well. Being in this position for many years, I truly appreciate being a mentor because it allows me to see the needs, fresh ideas, and new motivations for others joining my team. Erica has been a fantastic person to mentor because she has brought with her a wealth of knowledge and clear motivation for the work of curriculum, which for me has been completely refreshing.

Listening and learning from my peers and from Erica in particular this year has benefitted me in the way I create, communicate, and work around new and often old situations we find ourselves in. Diversity of thought is integral to a solid team, and Erica has brought about that with smart, innovative, and empathetic conversation.

**2. What, if any, obstacles were in the way of you being a more effective mentor?**

I do not believe we had many obstacles, but I do believe we could work on creating a more specific means of mentoring a role like Curriculum. Because much of what we did focused on teaching and learning, there were some areas where I felt that we could provide more specific mentoring for those in leadership and coaching type roles. We have different documentation for other roles like School Psychologists, etc, but I would be very interested in helping to curate more curriculum-specific materials for new and incoming curriculum staff.

**3. What types of activities/suggestions would you like to suggest for future inductees?**

To hit on my point above, I think that creating moments for more specific training for a role like curriculum would be beneficial to the inductees entering our school. I would be happy to help in the creation of those kinds of specifics if need be.

I also think that having more social connectivity is a good thing for all staff. Because of our remote nature, I know that that can be a difficult thing to attain, but letting people know they are part of a community is important to their growth and longevity. Finding pathways toward a social work community is something I believe could help those who are coming in to allow for greater connection to be made across the school.

| Signature | Date    |
|-----------|---------|
|           | 5/24/22 |

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Name                 | Alec Tesznar                    |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 9-12 Consumer Math              |                                 |                                 |                                             |
| Assigned Mentor      | Katelyn Wetzel                  |                                 |                                 |                                             |

1. What was the most beneficial part of your induction program and why.

For me making connections with others in the school was the biggest help because it gave me a list of resources for any type of support I may need. As some who tries to figure out as much as he can on his own, having the access to support rather than a constant check if I need support is much better.

2. Were there any barriers that hindered your year of induction? If so, explain.

In some ways I thought there was too much watching for me. In the very beginning, the check ins and meetings of the like were very helpful because I was still getting my bearings. However, once we arrived in month 3 and 4 and there were still very frequent check ins they became more of something I had to do rather than something I outright needed.

3. What types of activities would you like to suggest for future inductees?

The more I go through my master's classes the more I wish there was slightly more time spent on how the school connects with the community. I don't have a specific activity in mind to accomplish this, but I think if the inductees had a better idea of what role the school plays in the rest of the world, they would stay much more invested.

| Signature                                                                           | Date     |
|-------------------------------------------------------------------------------------|----------|
|  | 6/2/2022 |



The Pennsylvania Cyber Charter School

End of Year Induction Evaluation – Mentor

| Employee Information |                              |                              |                              |                                          |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------------------|
| Mentor Name          | Katelyn Wetul                |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | VC Algebra I                 |                              |                              |                                          |
| Assigned Mentee      | Alec Tesznar                 |                              |                              |                                          |

1. How did this mentor role benefit your own teaching?

Alec taught me a lot about how to better use technology and implement cool things into the classroom. He opened my eyes to interesting ideas that will benefit the students

2. What, if any, obstacles were in the way of you being a more effective mentor?

I lacked the knowledge of what my responsibilities as a mentor would be. This was my first year being a mentor and thankfully I had veteran mentors to help.

3. What types of activities/suggestions would you like to suggest for future inductees?

As Alec mentioned in his evaluation, knowing how PA Cyber connects with the community is essential for new teachers to understand.

| Signature | Date     |
|-----------|----------|
|           | 6-2-2022 |

I have included a memo I developed for one of my doctoral courses as part of a Family and Community Relations Project.



## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                 |       |       |        |
|----------------------|---------------------------------|-------|-------|--------|
| Name                 | Rebecca Cottington              |       |       |        |
| Academy              | • K-2                           | • 3-5 | • 6-8 | • 9-12 |
| Grade/Subject Area   | Curriculum Coordinator, Science |       |       |        |
| Assigned Mentor      | Sarah Rogers                    |       |       |        |

1. What was the most beneficial part of your induction program and why?

Personally, the mentor relationship was the most beneficial part of this program. Having Sarah for questions and to help me get into the social structure of the community was definitely helpful.

2. Were there any barriers that hindered your year of induction? If so, explain.

I wouldn't call what I mention here a barrier necessarily, but more of a logistical annoyance. Because I started after the school year began, I initially didn't have my own class to use for lesson observations. I utilized lesson recordings, but when a teacher was using Nearpod, I could not see most of their lessons. I did eventually take on a substitute position covering maternity leave which did give me some experience in our platforms. Another logistical barrier was the format of the documentation. Formatting the documents in Google documents or sheets would make them much more user friendly for sharing in real time. We ended up separating out the individual forms from the initial induction handbook into their own separate Google files to share back and forth. I would also adjust the redundancy in the portfolio checklist to make it easier to follow.

3. What types of activities would you like to suggest for future inductees?

For future teacher inductees, I would suggest providing the pair with a bit more structure for discussing aspects of the Danielson Framework at PA Cyber. Perhaps a legacy document that outlines our community, resources, and common instructional practices and policies would be helpful. The mentoring pair could then use this to target their discussions more specifically. For example, what does communicating with families (4c) look like at PA Cyber? What resources and

infrastructure do we have to support this? What are the expectations within the academy for this?  
Etc.

| Signature               | Date     |
|-------------------------|----------|
| <u>Rebecca Cottrell</u> | 5/9/2023 |



## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                                                  |                                 |                                 |                                             |
|----------------------|------------------------------------------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Mentor Name          | Sarah Rogers                                                     |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2                                  | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Curriculum Coordinator Electives K-12, Teach high school science |                                 |                                 |                                             |
| Assigned Mentee      | Rebecca Cottington                                               |                                 |                                 |                                             |

1. How did this mentor role benefit your own teaching?

Working with Rebecca helped me to see her areas of strength and use those observations to improve my own teaching in those areas. I was also able to discuss the changing science standards with her and our conversations helped spark ideas of how I could incorporate them into my class.

2. What, if any, obstacles were in the way of you being a more effective mentor?

I did not feel there were any obstacles. I felt Rebecca and I had a great relationship and were able to freely share ideas and observations.

3. What types of activities/suggestions would you like to suggest for future inductees?

I think it would be nice if they had more chances to get together with each other as inductees.

| Signature           | Date   |
|---------------------|--------|
| <i>Sarah Rogers</i> | 5/9/23 |

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Name                 | Kayla Loughran                  |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Civics 9-12                     |                                 |                                 |                                             |
| Assigned Mentor      | Katie McGuire                   |                                 |                                 |                                             |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of the induction program was having someone who can help guide me through my first teaching year. I found it beneficial to have a mentor that was so willing to share her knowledge, skills, resources, and expertise; while providing tips and tricks along the way to make my experience the best it could be.

2. Were there any barriers that hindered your year of induction? If so, explain.

Some factors I found to be hindering my first year were the time constraints to fully take advantage of the induction program and its fullest potential. I felt I never had enough time to watch other teachers' lessons and reflect on them while planning my own lessons and keeping up with the requirements of a teacher. I also felt like I could not take enough time to read and research the feedback given to me from my monthly lesson reports. I was given resources and feedback but felt like I never had time to utilize them during the school year due to time constraints.

3. What types of activities would you like to suggest for future inductees?

For the future, I would recommend more face-to-face meetings with the mentees. Since we are on-site, I feel like it should be utilized more to build rapport with each other. The time could be taken advantage of to collaborate and increase of skills.

| Signature                                                                           | Date       |
|-------------------------------------------------------------------------------------|------------|
|  | 04/28/2023 |

# Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

## End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Mentor Name          | Katie McGuire                   |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Civics 9-12                     |                                 |                                 |                                             |
| Assigned Mentee      | Kayla Loughran                  |                                 |                                 |                                             |

1. How did this mentor role benefit your own teaching?

It was nice to bounce ideas off of another teacher. Having a mentee makes you accountable to always be doing your best. I found it refreshing to hear someone else's ideas that may be different than mine. We both learned from each other this year.

2. What, if any, obstacles were in the way of you being a more effective mentor?

I would say maybe being in person more together would be the only obstacle. With technology however, we made it work and were able to do camera meetings. There wasn't anything we couldn't do, but bonding outside of just content talk would have been nice.

3. What types of activities/suggestions would you like to suggest for future inductees?

More activities together aside from just meeting once a month for questions or updates.

| Signature | Date   |
|-----------|--------|
|           | 6/5/23 |

# Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

## End of Year Induction Evaluation – Mentee

| Employee Information |                                                       |                              |                              |                                          |
|----------------------|-------------------------------------------------------|------------------------------|------------------------------|------------------------------------------|
| Name                 | Angela Quear                                          |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2                          | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | 9 <sup>th</sup> grade BC Algebra 1A and CR Algebra 1A |                              |                              |                                          |
| Assigned Mentor      | Connie Anastasio                                      |                              |                              |                                          |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of the induction program was having Connie as my mentor. I learned a great deal through the monthly meetings and having the opportunity to observe her teaching. She was also always available to answer questions and gave great advice. I am very thankful that she was my mentor this year.

2. Were there any barriers that hindered your year of induction? If so, explain. No

3. What types of activities would you like to suggest for future inductees? I would suggest having several opportunities to observe teachers using different technologies such as Nearpod to see how they incorporate it in their lessons.

| Signature           | Date            |
|---------------------|-----------------|
| <i>Angela Quear</i> | <i>6/5/2023</i> |

## Addendum 15: End of Year Induction Reflection – Mentor

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The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Mentor Name          | Connie Anastasio                |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Algebra 1B, Keystone Algebra 1  |                                 |                                 |                                             |
| Assigned Mentee      | Angela Quear                    |                                 |                                 |                                             |

1. How did this mentor role benefit your own teaching?

This role has helped me in my own teaching by expanding my horizon in order to provide different ideas to my mentees.

2. What, if any, obstacles were in the way of you being a more effective mentor?

The biggest challenge at being an effective mentor is probably managing all the other roles with being a teacher. It worked out well with good planning and scheduling.

3. What types of activities/suggestions would you like to suggest for future inductees?

I think a great suggestion and reminder for any future inductee would be to always be open to trying new lessons in the virtual classroom. This allows for the classroom environment to change and will help keep students engaged.

| Signature               | Date      |
|-------------------------|-----------|
| <i>Connie Anastasio</i> | 6/14/2023 |

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                 |                                 |                                 |                                  |
|----------------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|
| Name                 | Nicole Snyder                   |                                 |                                 |                                  |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   | ELD Content Support             |                                 |                                 |                                  |
| Assigned Mentor      | Katelyn Grinnik                 |                                 |                                 |                                  |

1. What was the most beneficial part of your induction program and why.

The meetings with Kate were very beneficial. It was so helpful to have a mentor who teaches the same subject area. We would probably have met and talked even if it wasn't required. She had great advice, knowledge, and insight which she shared with me often. All advice was very relevant and helpful. She made the process of induction fun.

2. Were there any barriers that hindered your year of induction? If so, explain.

I don't think I had any barriers to induction.

3. What types of activities would you like to suggest for future inductees?

I liked the activities we had. It might be good to require an observation of a different teacher.

| Signature | Date   |
|-----------|--------|
|           | 6-2-23 |



## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                              |                                 |                                            |                                  |
|----------------------|----------------------------------------------|---------------------------------|--------------------------------------------|----------------------------------|
| Mentor Name          | Katelyn Grinnik                              |                                 |                                            |                                  |
| Academy              | <input checked="" type="checkbox"/><br>K-2   | <input type="checkbox"/><br>3-5 | <input checked="" type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   | English Language Development (ELD) K-2 & 6-8 |                                 |                                            |                                  |
| Assigned Mentee      | Nicole Snyder                                |                                 |                                            |                                  |

1. How did this mentor role benefit your own teaching?

I was able to reflect on my own teaching and see what works and what I need to reevaluate. We were able to bounce ideas off each other to help meet the needs of our ELs. I really enjoyed working with Nicole and think she has a lot of great ideas. I'm excited to work with her in the years to come.

2. What, if any, obstacles were in the way of you being a more effective mentor?

Because we work in the same department, I didn't face any obvious obstacles. We communicated on a daily basis through Teams and we collaborated in our department meetings.

3. What types of activities/suggestions would you like to suggest for future inductees?

It may be helpful to hold quarterly meetings in the induction program via Teams or Jigsaw. This may be a good way to express any challenges that multiple mentors and mentees may be facing. We would be able to collaborate and share ideas.

| Signature              | Date                         |
|------------------------|------------------------------|
| <i>Katelyn Grinnik</i> | June 16 <sup>th</sup> , 2023 |

## End of Year Induction Evaluation – Mentee

| EMPLOYEE INFORMATION |                              |                              |                              |                                          |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------------------|
| Name                 | <b>Courtney Speaks</b>       |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | <b>English 10</b>            |                              |                              |                                          |
| Assigned Mentor      | <b>Samantha Smith</b>        |                              |                              |                                          |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of the induction program was being able to work on one on one with my mentor. This was especially helpful as Samantha is also part of the English 10 team. This allowed for more productive conversations and teaching moments for both of us as we could discuss lesson plans, ideas, and struggles that we both face with our students.

2. Were there any barriers that hindered your year of induction? If so, explain.

I do not believe that there were barriers that hindered the induction process. I feel that the requirements were appropriate in content and requirements.

3. What types of activities would you like to suggest for future inductees?

The activities and requirements were beneficial and helped me grow and learn as a first-year teacher. Observing Samantha's lesson was the most beneficial for me this year, therefore I would suggest any other activity that allows the mentor and mentee to work together, observe each other's lessons, etc.

| SIGNATURE              | DATE    |
|------------------------|---------|
| <i>Courtney Speaks</i> | 5/23/23 |



Addendum 15. End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

End of Year Induction Evaluation – Mentor

| Employee Information |                              |                              |                              |                                          |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------------------|
| Mentor Name          | Samantha Smith               |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | VC English 10                |                              |                              |                                          |
| Assigned Mentee      | Courtney Speaks              |                              |                              |                                          |

1 How did this mentor role benefit your own teaching?

Being that Mrs. Speaks also teaches VC English 10, it allowed for additional collaboration and helpful conversations about our approaches to different lessons, texts, etc. Conversations with her provided me new ideas. It also gave me even more opportunity reflect on my own teaching, which is always beneficial.

2 What, if any obstacles were in the way of you being a more effective mentor?

There were no obstacles in the way. I feel I was an effective mentor and was able to help Courtney with not only the induction process, but any bumps or questions she had along the way this school year.

3 What types of activities/suggestions would you like to suggest for future inductees?

I don't have any suggestions for additional types of activities. I think the current requirements are pretty well-rounded and effective.

| Signature             | Date   |
|-----------------------|--------|
| <i>Samantha Smith</i> | 5/3/23 |

Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

End of Year Induction Evaluation – Mentee

| Employee Information |                                                             |                              |                              |                                          |
|----------------------|-------------------------------------------------------------|------------------------------|------------------------------|------------------------------------------|
| Name                 | Deb Volek                                                   |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2                                | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | predominantly 9 <sup>th</sup> grade; High School Essentials |                              |                              |                                          |
| Assigned Mentor      | Erica Stichel                                               |                              |                              |                                          |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of the program for me was having the opportunity to share ideas with colleagues.

2. Were there any barriers that hindered your year of induction? If so, explain.

I allowed myself to become frozen when I felt uncomfortable communicating with an administrator. This caused my growth to be slowed.

3. What types of activities would you like to suggest for future inductees?

I think having small group meetings maybe three times a year would be motivating. These groups would be 4 to 6 inductees.

| Signature        | Date     |
|------------------|----------|
| Deborah A. Volek | 06-01-23 |

# Addendum 15 End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

## End of Year Induction Evaluation – Mentor

| Employee Information |                                           |                              |                              |                                          |
|----------------------|-------------------------------------------|------------------------------|------------------------------|------------------------------------------|
| Mentor Name          | Erica Stickel                             |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2              | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | Career Forward 11 / College & Career Team |                              |                              |                                          |
| Assigned Mentee      | Deborah Volek                             |                              |                              |                                          |

1. How did this mentor role benefit your own teaching?

I think that the mentor program helped to make our College & Career team stronger. Typically, we would not have spent much time together, so this role allowed me to build a connection and professional relationship with Deb much quicker at the beginning. I think this benefited my own teaching, because I started to feel like a leader, which also had a positive effect on DECA as well.

2. What, if any, obstacles were in the way of you being a more effective mentor?

I struggled to maintain the connection we had started to build. My goal was to have monthly check-ins with Deb, but we only met a few times because she would often cancel. The only communication I really had with her second semester was during team meetings and when she'd email me monthly reflections to sign. So, it took me completely by surprise when I read April's reflection and learned how much she was struggling. She let me know that my "positive spin" on situations was not helpful to her, so I tried to give her the honest feedback she was looking for. I also offered to meet with her to be a sounding board and to help her navigate things she was experiencing in the office and with coworkers. The only reply I got back was an updated reflection that removed all of the issues she was having. Although at the beginning of the year, it felt like we were working as a team, by the end...I could tell that she had walls up and did not trust me to support her.

3. What types of activities/suggestions would you like to suggest for future inductees?

I think it's important to have face-to-face communication. It would be great to have a few in-person meetings or mentor team building activities throughout the year. I would have even loved just having a mentor meeting, so I could have gotten some feedback on how to maybe help the situation with Deb not become so distant.

| Signature            | Date     |
|----------------------|----------|
| <i>Erica Stickel</i> | 06/01/23 |

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Name                 | Katie Abbott                    |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 9th/10th Algebra 1A/1B          |                                 |                                 |                                             |
| Assigned Mentor      | Kara Eckels                     |                                 |                                 |                                             |

1. What was the most beneficial part of your induction program and why.

The induction program is extremely helpful for collaboration and having a mentor that is as knowledgeable and pleasant to work with as my mentor, made my first year at PA Cyber amazing. Being able to observe different teaching styles and work 1 on 1 with my mentor were the most beneficial parts of the induction program.

2. Were there any barriers that hindered your year of induction? If so, explain.

I did not have any barriers that hindered my year of induction. I taught for 10 years in brick and mortar schools, but with the pandemic, I also got exposed to teaching both to virtual learners and in person learners, which I believe helped prepare me for my first year here at PA Cyber.

3. What types of activities would you like to suggest for future inductees?

I encourage future inductees to observe as much as possible and use their mentor as a resource to learn as much as possible. It is a good idea to stay organized, time manage, and take good notes. Being a special education teacher requires attention to detail and being very organized with paperwork and due dates.

| Signature           | Date       |
|---------------------|------------|
| <i>Katie Abbott</i> | 05/29/2024 |



## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Mentor Name          | Kara Eckels                     |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Special Education / Algebra I   |                                 |                                 |                                             |
| Assigned Mentee      | Katie Abbott                    |                                 |                                 |                                             |

1. How did this mentor role benefit your own teaching?

It made me consider my job and role when working with students and peers more carefully. It helped me realize just how much is involved in what we do and how much I take for granted. It also helped me practice and get better at breaking down tasks, which is really beneficial when I'm working with my students.

2. What, if any, obstacles were in the way of you being a more effective mentor?

I think the thing that got in the way the most was the amount of variation between how everyone does their job. I could tell my mentee something, but then someone else would do it a different way (and more often than not an incorrect way) and tell my mentee how to do the task. The other mentees also made it difficult because they would share different things they found or did, but that were often incorrect – sharing is great and it's awesome that they worked well together, but it's important that they are all getting the correct information, following the rules, and doing their jobs as described and required.

3. What types of activities/suggestions would you like to suggest for future inductees?

I think more professional development and, especially in Special Education, perhaps more information and training on legal requirements in IEPs and classes. I think that more training in handling students and families, the processes that PA Cyber has in place, and WAY more training in trauma-informed care would be useful. This year, there were quite a few mentees (not mine) who stated that their students needed to put more time into their academics and "the students needed to understand that academics are the most important part of their lives right now". That's frustrating, albeit understandable, because we do have so much training and in-service PD about trauma-informed teaching and all of the other things that students have going on in their lives... education should be important, but there are also other things going on that we may or may not know about or understand that get in the way of a student doing well, and that seemed to be something multiple mentees didn't understand or consider.

| Signature          | Date       |
|--------------------|------------|
| <i>Kara Eckels</i> | 05/29/2024 |

Katie Abbott, however, is a marvelous and wonderful mentee, and I have to say she's a great addition to the PA Cyber family - she's a hard worker, she's dedicated, and she really cares about her students learning, and doing her best at work. She's incredible and I appreciate the opportunity to work with her and teach her this past school year. I hope PA Cyber can get more mentees like her!

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                                                                              |                                 |                                 |                                             |
|----------------------|----------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Name                 | Rachel Becker                                                                                |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2                                                              | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 5 <sup>th</sup> grade ELA, 4 <sup>th</sup> grade science, and 9-12 special education teacher |                                 |                                 |                                             |
| Assigned Mentor      | Sarah Ochtun                                                                                 |                                 |                                 |                                             |

1. What was the most beneficial part of your induction program and why.

It was awesome having a person who I knew I could go to for help! Prior to having Sarah as my mentor, I wasn't really sure who to ask questions to and whenever I did ask someone a question, I always felt bad like I was wasting their time. With Sarah as my mentor, though, I wasn't scared to ask questions because I know she was prepared for them!

2. Were there any barriers that hindered your year of induction? If so, explain.

Personally, I think that all of the induction reports were too much. As a class teacher and an IEP writer, I had a lot on my workload already, so the induction reports just kind of felt like busy work a lot of times and took away time that I could have been using to lesson plan, grade assignments, make phone calls, write IEPs, etc.

3. What types of activities would you like to suggest for future inductees?

More group trainings/meetings, less individual reports.

| Signature            | Date      |
|----------------------|-----------|
| <i>Rachel Becker</i> | 6/12/2024 |

## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                                  |                                 |                                 |                                             |
|----------------------|--------------------------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Mentor Name          | Sarah Ochtun                                     |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2                  | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 5 <sup>th</sup> grade co-taught/ 9-12 IEP Roster |                                 |                                 |                                             |
| Assigned Mentee      | Rachel Becker                                    |                                 |                                 |                                             |

1. How did this mentor role benefit your own teaching?

I always like being a mentor. Being able to see what teaching is like and remembering that time in my own career is interesting. Teaching has changed quite a bit since I started my own teaching journey, but there are some things that never change. Being able to reflect back on my own experiences and help a new teaching generation is quite rewarding. There are also always things that my mentee and I end up learning together. No 2 years of mentoring are ever quite the same and I really enjoy that.

2. What, if any, obstacles were in the way of you being a more effective mentor?

TIME!!! There just never seems to be enough time in the day. My mentee and I communicated mostly via Skype and email. Skype is nice since we are able to communicate in real time and we can ask questions and get answers pretty quickly. Between teaching, meetings, tutoring and paperwork being able to meet with Rachel in my homeroom or even make a quick phone call to go over things was difficult.

3. What types of activities/suggestions would you like to suggest for future inductees?

I would just suggest to keep the lines of communication open between mentor and mentee. Don't be afraid to ask questions. From a special education point of view, I would suggest that new teachers ask their mentors to see copies of IEPs and RRs written by their mentor and also discuss goals along with accommodations. Trying to figure out accommodations for each student can be tricky and you don't want to fall into a habit of just assigning "cookie cutter" accommodations to students.

| Signature | Date      |
|-----------|-----------|
|           | 6/13/2024 |

Addendum 16: End of Year Induction Reflection – Inductee



End of Year Induction Evaluation – Inductee

| Employee Information |                                           |                                 |                                 |                                             |
|----------------------|-------------------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Name                 | Kimberly Carney                           |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2           | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 9 <sup>th</sup> GRADE/ College and Career |                                 |                                 |                                             |
| Assigned Mentor      | Erica Stickel                             |                                 |                                 |                                             |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of the induction program is having a mentor. It is nice to have someone to help navigate the school year with and discuss ideas on how to improve. I also appreciated the introduction of staff such as SAP, School Counselors, Academic Advisors, Attendance, and Special Education teachers. It was beneficial to get a short presentation from each department.

2. Were there any barriers that hindered your year of induction? If so, explain. No

3. What types of activities would you like to suggest for future inductees?

I do not have any suggestions for new activities. I recommend keeping the above-mentioned presentations from various departments as part of the first meeting.

| Signature                 | Date   |
|---------------------------|--------|
| <i>Kimberly M. Carney</i> | 6/3/24 |





The Pennsylvania Cyber Charter School

## Addendum 15: End of Year Induction Reflection – Mentor

### End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                 |                                             |
|----------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Mentor Name          | Erica Stickel                   |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Career Forward 11               |                                 |                                 |                                             |
| Assigned Inductee    | Kim Carney & John Oster         |                                 |                                 |                                             |

1. How did this mentor role benefit your own teaching?

I think one of the biggest benefits of being a mentor is that it's helped make our College & Career team stronger, because we are actively working together. Working with John has been especially nice, because it's given me a chance to revisit Career Forward with a fresh pair of eyes. With the upcoming restructuring of our high school team, Kim and I spent time chatting about our classes, group dynamics, and sharing resources. I feel that working with her this year (and Deb last year) will help make our overall team stronger.

2. What, if any, obstacles were in the way of you being a more effective mentor?

The only obstacle that came up this year was when one of mentees had conflict with their co-teacher. I don't feel that it prevented me from being an effective mentor but at times, it was really tricky to navigate. I just tried to stay very neutral but also supportive to both individuals.

3. What types of activities/suggestions would you like to suggest for future inductees?

I think it would be great to have more whole-group check-ins, either online or in-person. It would have been nice to connect with other mentors to see how they were navigating the process...and for my mentees to chat with other new teachers.

| Signature            | Date    |
|----------------------|---------|
| <i>Erica Stickel</i> | 5/31/24 |

## Addendum 16: End of Year Induction Reflection – Inductee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Inductee

| Employee Information |                                      |                              |                                         |                               |
|----------------------|--------------------------------------|------------------------------|-----------------------------------------|-------------------------------|
| Name                 | Jena Colaberardino                   |                              |                                         |                               |
| Academy              | <input type="checkbox"/> K-2         | <input type="checkbox"/> 3-5 | <input checked="" type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | 6th grade College and Career Teacher |                              |                                         |                               |
| Assigned Inductee    |                                      |                              |                                         |                               |

1. What was the most beneficial part of your induction program and why.

I found having a mentor to be very helpful. It was very useful to have someone to listen and work with me one on one. It was particularly helpful to have her answer my questions and provide feedback and insight into how best to handle the course and all the barriers and differences of working with a cyber school and asynchronous course. I felt comfortable talking to her and she genuinely wanted to help me. I appreciated that.

2. Were there any barriers that hindered your year of induction? If so, explain.

I do not think there were any barriers to induction.

3. What types of activities would you like to suggest for future inductees?

I would like to have had an opportunity to work with Francie more to discuss thoughts about the course since it is new.

| Signature                 | Date    |
|---------------------------|---------|
| <i>Jena Colaberardino</i> | 5/22/24 |

## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                            |                                  |
|----------------------|---------------------------------|---------------------------------|--------------------------------------------|----------------------------------|
| Mentor Name          | Jacquelyn Kvetko                |                                 |                                            |                                  |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input checked="" type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Career Forward 8                |                                 |                                            |                                  |
| Assigned Mentee      | Jena Colaberardino              |                                 |                                            |                                  |

1. How did this mentor role benefit your own teaching?

*Well- I really enjoyed being a mentor. Not only did it feel good knowing that I was able to help Jena with her questions or concerns, but I also felt that together, we came up with ideas that were not only beneficial to her and her course but could possibly be something I use in my course. Even though I went into this being the mentor, I appreciate that I was also able to learn from Jena as well.*

2. What, if any, obstacles were in the way of you being a more effective mentor?

*I really don't feel there were any obstacles. The only thing I wish I could have done was to see the topics covered in Jena's Middle School Essentials course. I may have been able to make additional suggestions on things that we didn't talk about.*

3. What types of activities/suggestions would you like to suggest for future inductees?

*I have no suggestions of things other than like I mentioned in the above, I wish I could have seen topic that would be covered in her class. Also- moving forward if I were asked to be a mentor again, I know I would make a list of things that I would want to cover at certain points in the school year.*

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                                                                 |                                 |                                 |                                             |
|----------------------|---------------------------------------------------------------------------------|---------------------------------|---------------------------------|---------------------------------------------|
| Name Tom Ford        |                                                                                 |                                 |                                 |                                             |
| Academy              | <input type="checkbox"/><br>K-2                                                 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input checked="" type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Special Education Teacher/ 5 <sup>th</sup> Grade Language Arts Learning Support |                                 |                                 |                                             |
| Assigned Mentor      | Amanda Springer                                                                 |                                 |                                 |                                             |

1. What was the most beneficial part of your induction program and why.  
 The most beneficial part of the induction program was working with Amanda. She taught me a lot about the IEP process and was very supportive and helpful.

2. Were there any barriers that hindered your year of induction? If so, explain.  
 During my year of induction, I did not feel there were any barriers.

3. What types of activities would you like to suggest for future inductees?  
 For future inductees, I would like to suggest training using different mediums of media such as audio and video recordings. I feel using different presentation methods would benefit different types of learners/new inductees.

| Signature | Date   |
|-----------|--------|
|           | 6/4/24 |

Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

End of Year Induction Evaluation – Mentor

| Employee Information |                                                                 |                                     |                                     |                                                 |
|----------------------|-----------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------------------|
| Mentor Name          | Amanda Springer                                                 |                                     |                                     |                                                 |
| Academy              | <input type="checkbox"/><br>K-<br>2                             | <input type="checkbox"/><br>3-<br>5 | <input type="checkbox"/><br>6-<br>8 | <input checked="" type="checkbox"/><br>9-<br>12 |
| Grade/Subject Area   | Amanda- High school/Algebra Tom-5 <sup>th</sup> / Language Arts |                                     |                                     |                                                 |
| Assigned Inductee    | Tom Ford                                                        |                                     |                                     |                                                 |

1. How did this mentor role benefit your own teaching?

The mentoring role always gives me an opportunity to reflect on my teaching. I like how being a mentor makes me go back and watch at least one of my lessons a year. This year, I watched a few of my lessons to see if I could improve or give my mentee different feedback.

Another way that the mentoring role benefits me is that I get to learn about other departments and see different subjects being taught. Since we work from home, it is easy to just focus on your department and what is going on with that, but when I have a mentor in a different grade level, like I did this year, it gives me an opportunity to learn more about the all-grade levels.

2. What, if any, obstacles were in the way of you being a more effective mentor?

I didn't run into any obstacles this school year.

## Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentee

| Employee Information |                                 |                                 |                                            |                                  |
|----------------------|---------------------------------|---------------------------------|--------------------------------------------|----------------------------------|
| Name                 | Macy Jaskiewicz                 |                                 |                                            |                                  |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input checked="" type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   | Blended English 8               |                                 |                                            |                                  |
| Assigned Mentor      | Patty Plummer                   |                                 |                                            |                                  |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of this induction program was watching lessons done by Patty and Natasha Vazquez Lee. Being able to watch other teachers at PA Cyber helped me see various ways of keeping the students engaged and different questioning techniques. I especially enjoyed seeing how Natasha incorporated book recommendations at the start of her lesson and how Patty captured the interest of her students through a whiteboard activity at the start of class. In the cyber school setting, being able to watch other educators teach helps to introduce new teachers to the technology and all the different features available through the online teaching platform.

2. Were there any barriers that hindered your year of induction? If so, explain.

There was no serious barrier hindering my year of induction, but I do wish I would have been able to begin the induction process when I began my job at PA Cyber in January 2023 instead of having to wait until the following school year. By the time I began induction, I already had the majority of my questions answered by Patty and other teachers and felt confident regarding my knowledge of teaching in a cyber school setting.

3. What types of activities would you like to suggest for future inductees?

I would suggest that future inductees watch as many different educators teach as possible because each teacher at PA Cyber uses different teaching methods and online tools to aid in instruction. I would also encourage future inductees to attend a variety of professional development opportunities. I try to sign up for many PD activities so that I can become proficient in various educational tools like Nearpod and Flocabulary. Learning more about these tools has inspired me to design more interactive lessons and find ways to use these applications in the Blended classroom.

| Signature              | Date         |
|------------------------|--------------|
| <i>Macy Jaskiewicz</i> | May 29, 2024 |



## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                 |                                 |                                            |                                  |
|----------------------|---------------------------------|---------------------------------|--------------------------------------------|----------------------------------|
| Mentor Name          | Patricia Plummer                |                                 |                                            |                                  |
| Academy              | <input type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input checked="" type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   | English 8 BC                    |                                 |                                            |                                  |
| Assigned Mentee      | Macy Jaskiewicz                 |                                 |                                            |                                  |

1. How did this mentor role benefit your own teaching?

I found that taking on the mentor role helped me to reflect on my own teaching practices. I especially enjoyed the observation activities which allowed both Macy and myself to discuss and offer feedback for our live sessions. Being team partners already in 8<sup>th</sup> grade, Macy and I already collaborate, but this added a layer to that collaboration. This mentorship not only allowed time to share resources, but it also afforded us the time to reflect on best teaching practices and what works for each of us in the different aspects of the BC model. I also enjoyed reading Francie's feedback to Macy and often reflected on how I can also apply her advice/observations to my own teaching practices.

2. What, if any, obstacles were in the way of you being a more effective mentor?

I cannot think of any obstacles. I believe Macy and I were able to set aside the time for meaningful conversations and share ideas.

3. What types of activities/suggestions would you like to suggest for future inductees?

I think everything was set up well and easy to manage as is. I'm not sure much would need to change with the layout or requirements.

| Signature               | Date    |
|-------------------------|---------|
| <i>Patricia Plummer</i> | 5/29/24 |

# Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

## End of Year Induction Evaluation – Mentee

| Employee Information |                                         |                              |                              |                               |
|----------------------|-----------------------------------------|------------------------------|------------------------------|-------------------------------|
| Name                 | Sullivan Randall                        |                              |                              |                               |
| Academy              | <input checked="" type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | 2 <sup>nd</sup> Grade Virtual           |                              |                              |                               |
| Assigned Mentor      | Lauren Levendusky                       |                              |                              |                               |

1. What was the most beneficial part of your induction program and why.

The most beneficial part of the induction program, to me, were the monthly meetings with my mentor and the ability to communicate with her quickly when I had any issues, problems, or questions. Although a lot of our conversations were not in formal meetings, the consistent, personalized support was crucial in helping me navigate the aspects of my new role. The timely responses helped to ease my mind with anything happening within the classroom. Additionally, the collaboration of the Second-Grade team as a whole made the transition smooth and allowed me to focus on other aspects. The strong mentoring and peer support networks were greatly appreciated.

2. Were there any barriers that hindered your year of induction? If so, explain.

There were no specific barriers that hindered my year of induction.

3. What types of activities would you like to suggest for future inductees?

I felt lucky to have been hired with two other first-year teachers within our Second-Grade team, but I imagine those that do not have that privilege would benefit from peer support/small groups of new teachers to meet regularly (or informally) and share experiences. I often bounced ideas off them as well, and checked in with them to see where they were in the induction process. Additionally, one of my favorite induction tasks was observing a lesson from my mentor teacher and reflecting on this lesson. I think that doing this earlier in the year (or being able to observe an old lesson for the first day), would greatly ease new teachers' concerns with the software/systems/routines, as it is entirely new and somewhat unexpected. Otherwise, I felt that the activities and meetings were appropriate and contributed to the induction process well.

| Signature               | Date      |
|-------------------------|-----------|
| <i>Sullivan Randall</i> | 5/21/2024 |



## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                            |                                 |                                 |                                  |
|----------------------|--------------------------------------------|---------------------------------|---------------------------------|----------------------------------|
| Mentor Name          | Lauren Levendusky                          |                                 |                                 |                                  |
| Academy              | <input checked="" type="checkbox"/><br>K-2 | <input type="checkbox"/><br>3-5 | <input type="checkbox"/><br>6-8 | <input type="checkbox"/><br>9-12 |
| Grade/Subject Area   | 2 <sup>nd</sup> Grade VC                   |                                 |                                 |                                  |
| Assigned Mentee      | Sullivan Randall                           |                                 |                                 |                                  |

#### 1. How did this mentor role benefit your own teaching?

Through my mentoring I feel that I have learned a lot from Sullivan. Our collaboration has helped me to improve my teaching techniques and revisit best practices. Throughout our monthly meetings and viewing her lessons I was able to implement some of her ideas into my own classroom and practices. Sullivan is a wonderful teacher and watching her teach and interact so kindly and energetically with her students breathed new life into my teaching practices. It was so nice to work with a teacher in the same grade-level because we were really able to bounce ideas off one another, create lessons, share student successes, and identify lessons or practices that could be changed for the better.

#### 2. What, if any, obstacles were in the way of you being a more effective mentor?

I do not feel that there were any real obstacles in the way of me being a more effective mentor. It was really nice and helpful to be able to be paired with another teaching in the same position, same grade, who I spoke and worked with every day.

#### 3. What types of activities/suggestions would you like to suggest for future inductees?

I think that it would also be beneficial for future inductees to view at least 3 or 4 live class sessions of multiple teachers. I believe that seeing other teachers in action and sharing ideas can help future inductees continue to grow.

| Signature | Date      |
|-----------|-----------|
|           | 5-20-2024 |

# Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

## End of Year Induction Evaluation – Mentee

| Employee Information |                                             |                                         |                              |                               |
|----------------------|---------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|
| Name                 | Marla Schwab                                |                                         |                              |                               |
| Academy              | <input type="checkbox"/> K-2                | <input checked="" type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | 3 <sup>rd</sup> Grade VC – math and science |                                         |                              |                               |
| Assigned Mentor      | Beth Narad                                  |                                         |                              |                               |

1. What was the most beneficial part of your induction program and why.

The part I found to be the most beneficial part of the induction program was the opportunity to view other teacher's lessons. It made me reflect more on my teaching, along with giving me ideas on how to reorganize parts of my lessons and give new ideas on what to do with my class. Since I am a visual learner myself, this helped me a lot.

2. Were there any barriers that hindered your year of induction? If so, explain.

Sometimes with busy schedules (mine and my mentor's), it was difficult to find a time to meet. We did find the time to meet each month and it was very beneficial to discuss how things have been going for the month.

3. What types of activities would you like to suggest for future inductees?

Maybe watching more playback from the mentor and other grade level teachers. Have the training on the learning platform and Buzz in more advanced then the week/days before the first day of school (if possible switching it with some of the days that we had to the onboarding paperwork).

| Signature | Date     |
|-----------|----------|
|           | 6/3/2024 |

# Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

## End of Year Induction Evaluation – Mentor

| Employee Information |                                           |                                         |                              |                               |
|----------------------|-------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|
| Mentor Name          | Beth Narad                                |                                         |                              |                               |
| Academy              | <input type="checkbox"/> K-2              | <input checked="" type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| Grade/Subject Area   | 3 <sup>rd</sup> Grade VC – Math & Science |                                         |                              |                               |
| Assigned Mentee      | Marla Schwab                              |                                         |                              |                               |

**1. How did this mentor role benefit your own teaching?**

This mentor role absolutely benefited my own teaching as I gained a lot of new ideas to use in my class. Marla is not a new teacher she has a lot of experience in different brick and mortar settings before coming to cyber. It was great to see how she implemented different techniques that she has learned over the year to incorporate into virtual.

**2. What, if any, obstacles were in the way of you being a more effective mentor?**

I would say if there were any obstacles it would be having new curriculum and being a mentor this year. My classes were overall lower level this year than in the past so it was challenging to keep up with all everything. Even though the year was challenging, Marla and I were able to collaborate quite a bit. Her son and my son both play hockey at the same place so if we were not able to talk during the work day we were able to go over things and communicate during practices.

**3. What types of activities/suggestions would you like to suggest for future inductees?**

In the future I would suggest having the induction meetings for teachers after they learn jigsaw and all the workings of PA Cyber. While I know it was mainly just an introduction to PA Cyber and some of the departments the more important aspects such as the teaching platform should be taught earlier so there is more time to learn it and get comfortable with it. Then have the induction meeting to go over those expectations. I would also suggest including a specific portfolio checklist for each department. Having a specific checklist for teachers (or each group) with all the requirements (required lesson reflection reports and PD activity requirements) on one page would be extremely helpful as the year gets busier so we do not overlook any paperwork.

| Signature  | Date    |
|------------|---------|
| Beth Narad | 5/29/24 |

# Addendum 16: End of Year Induction Reflection – Mentee



The Pennsylvania Cyber Charter School

## End of Year Induction Evaluation – Mentee

| Employee Information |                                          |                              |                              |                                          |
|----------------------|------------------------------------------|------------------------------|------------------------------|------------------------------------------|
| Name                 | Juliana Wayman                           |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2             | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | Special Education Teacher – English 9 LS |                              |                              |                                          |
| Assigned Mentor      | Ashlee Woznicki                          |                              |                              |                                          |

1. What was the most beneficial part of your induction program and why.
  - I believe that the most beneficial part of my induction was simply having some guidance when working through the processes of IEPs, RRs, and more. Since this was my first year teaching and first time in a virtual setting, I definitely needed some extra help figuring things out and finding my own flow – Ashlee really helped with that.
2. Were there any barriers that hindered your year of induction? If so, explain.
  - I think that the biggest barrier was time. Since we both were on different schedules and I was new to almost everything, it was hard at times to communicate as quickly. This was not a major issue, but in the beginning, I definitely struggled a little bit more with the timelines and working through documents that needed to be checked, which probably caused a little bit of panic on both sides.
3. What types of activities would you like to suggest for future inductees?
  - I would just suggest more of hands-on activities if possible and possibly matching up mentees and mentors that are in similar grade levels/subjects.

| Signature             | Date    |
|-----------------------|---------|
| <i>Juliana Wayman</i> | 5/29/24 |

## Addendum 15: End of Year Induction Reflection – Mentor



The Pennsylvania Cyber Charter School

### End of Year Induction Evaluation – Mentor

| Employee Information |                                        |                              |                              |                                          |
|----------------------|----------------------------------------|------------------------------|------------------------------|------------------------------------------|
| Mentor Name          | Ashlee Woznicki                        |                              |                              |                                          |
| Academy              | <input type="checkbox"/> K-2           | <input type="checkbox"/> 3-5 | <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| Grade/Subject Area   | 7 <sup>th</sup> Grade / LS Mathematics |                              |                              |                                          |
| Assigned Mentee      | Juliana Wayman                         |                              |                              |                                          |

1. How did this mentor role benefit your own teaching?

This mentor role benefited my own teaching in that it reminded me of the framework and how I can evaluate myself in each area. I found areas in which I feel confident while others I had room for improvement.

2. What, if any, obstacles were in the way of you being a more effective mentor?

One of the obstacles was simply time. When Juliana would email or message me, I would try my best to get back to her in a timely fashion especially when she had questions about IEPs that were due to be sent out to families.

3. What types of activities/suggestions would you like to suggest for future inductees?

I have no suggestions at this time.

| Signature              | Date     |
|------------------------|----------|
| <i>Ashlee Woznicki</i> | 05/28/24 |



## Addendum 3 Needs Assessment for Inductees - Teachers

### Needs Assessment for Teacher Inductees

Inductee Marissa D'Amore Mentor Nikki Jeffers Date 9/22/21

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

| Domain 1: Planning and Preparation                                                     | Domain 2: Classroom Environment                                                       |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy | <input checked="" type="checkbox"/> 2a Creating an Environment of Respect and Rapport |
| 1b Demonstrating Knowledge of Students                                                 | 2b Establishing a Culture for Learning                                                |
| 1c Setting Instructional Outcomes                                                      | <input checked="" type="checkbox"/> 2c Managing Classroom Procedures                  |
| 1d Demonstrating Knowledge of Resources                                                | 2d Managing Student Behaviors                                                         |
| <input checked="" type="checkbox"/> 1e Designing Coherent Instruction                  | 2e Organizing Physical Space                                                          |
| 1f Designing Student Assessments                                                       |                                                                                       |
| Domain 3: Instruction                                                                  | Domain 4: Professional Responsibilities                                               |
| 3a Communicating with Students                                                         | <input checked="" type="checkbox"/> 4a Reflecting on Teaching                         |
| <input checked="" type="checkbox"/> 3b Using Questioning and Discussion                | 4b Maintaining Accurate Records/Techniques                                            |
| <input checked="" type="checkbox"/> 3c Engaging Students in Learning                   | <input checked="" type="checkbox"/> 4c Communicating with Families                    |
| 3d Using Assessment in Instruction                                                     | 4d Participating in a Professional Community                                          |
| <input checked="" type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness    | 4e Growing & Developing Professionally                                                |
|                                                                                        | 4f Showing Professionalism                                                            |

Please list additional instructional or orientation needs that you might have below

Inductee Signature Marissa D'Amore

### Goals:

- effective communication with families
- exploring Jigsaw → Breakout rooms, interactive whiteboard

## Addendum 3 Needs Assessment for Inductees - Teachers

### Needs Assessment for Teacher Inductees

Inductee Marissa D'Amore Mentor Nicole Jeffers Date 1/26/22

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

| Domain 1: Planning and Preparation                        | Domain 2: Classroom Environment                          |
|-----------------------------------------------------------|----------------------------------------------------------|
| 1a <b>Demonstrating Knowledge of Content and Pedagogy</b> | 2a <b>Creating an Environment of Respect and Rapport</b> |
| 1b Demonstrating Knowledge of Students                    | 2b Establishing a Culture for Learning                   |
| 1c Setting Instructional Outcomes                         | 2c Managing Classroom Procedures                         |
| 1d Demonstrating Knowledge of Resources                   | 2d <b>Managing Student Behaviors</b>                     |
| 1e <b>Designing Coherent Instruction</b>                  | 2e Organizing Physical Space                             |
| 1f Designing Student Assessments                          |                                                          |
| Domain 3: Instruction                                     | Domain 4: Professional Responsibilities                  |
| 3a Communicating with Students                            | 4a <b>Reflecting on Teaching</b>                         |
| 3b <b>Using Questioning and Discussion</b>                | 4b Maintaining Accurate Records/Techniques               |
| 3c Engaging Students in Learning                          | 4c <b>Communicating with Families</b>                    |
| 3d <b>Using Assessment in Instruction</b>                 | 4d Participating in a Professional Community             |
| 3e Demonstrating Flexibility and Responsiveness           | 4e Growing & Developing Professionally                   |
|                                                           | 4f Showing Professionalism                               |

Please list additional instructional or orientation needs that you might have below

Inductee Signature Marissa D'Amore

## 2021-2022 Induction Lesson Reflection Report – Inductee Views Mentor’s Lesson

\*\*Please submit by the end of the month to the CHIEF ACADEMIC OFFICER\*\*

Inductee Marissa D'Amore

Mentor Nicole Jeffers

Month: February

For this month's induction requirement, I observed a small group tutoring session on fractions.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Were students actively engaged and/or involved in learning? Explain.</p> <p>What I loved most about observing this tutoring session, is that the students wanted and enjoyed being there. You could tell students were actively engaged in the learning. Students were participating throughout every portion of the lesson. Students used their emoticons, microphones, chat, and annotations to participate in the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>4. Was the “Closure “effective? Explain.</p> <p>For the closure of the lesson, Nikki has the students working independently on some fraction problems. It was an effective way to check for understanding and assess student learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>2. Were questioning techniques effective? (Fluency, probing, higher order, divergent-open ended) Explain.</p> <p>I think that Nikki did a great job with utilizing a variety of different questioning techniques. Throughout the lesson, she asked questions that checked for clarity and understanding of the topic and asked a variety of lower to higher order thinking questions. If students were unsure how to answer a question, Nikki did a great job with asking the question in a different way to make it easier to understand. Some effective questions that stuck out are:</p> <ul style="list-style-type: none"> <li>• What mistake did I make here? (Nikki was reviewing fractions. She was using the example of cutting pieces of a cake for a party. She cut uneven slices to see if the students were able to realize that fractions consist of equal pieces. I thought this was an effective technique because students love to point out their teacher’s mistakes!)</li> <li>• How did you know? (Nikki had students explain their answers)</li> </ul> | <p>5. <b>FOR INDUCTEE:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>Throughout this observation, I wanted to focus on pacing, sequence of events and transitioning. Nikki allows for a natural flow between each learning activity. I learned the importance of chunking the information in a way that can be taught, developed, and practiced through student centered/directed activities.</p>                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>3. Was use of time efficient? (pre class time, start class on time, smooth transition, content covered, pacing, controlled interruptions) Explain.</p> <p>Nikki had a great flow to the lesson. An appropriate sequence of events allowed for smooth transitions and appropriate pacing. Nikki started off the tutoring session with gauging students’ prior knowledge of fractions (“on a scale of 1-5 how well do you remember fractions”). Based on their responses, she reviewed over the basics of fractions and let the students know what they would be talking about throughout the course of the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>6. <b>FOR MENTOR:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>This is a new approach for me. I was receiving low turn out in tutoring, so I decided to plan for tutoring and send out an email each week with the items I will cover. I also asked families to send in requests for topics.</p> <p>I am learning that parents are better at recognizing difficulties when I ask about specific skills. When you ask, “How are things going?” it is so general. A lot of parents will just tell things are fine. By sending an email each week with individual skill questions, parents can pinpoint hardships. Some have even told me they want their kids to do it as a refresh for the PSSA. I know we offer the PSSA prep classes but these students feel safe with me.</p> |

Inductee Signature: Marissa D'Amore

Mentor Signature: Nicole Jeffers



## 2021-2022 Induction Lesson Reflection Report – Mentor Views Inductee’s Lesson

\*\*Please submit by the end of the month to the Chief Academic Officer\*\*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Mentor</b> <u>  Nicole Jeffers  </u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Inductee</b> <u>  Marissa D'Amore  </u>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Month:</b> <u>  March  </u> |
| <p>1. Were students actively engaged and/or involved in learning? Explain.</p> <p>Marissa used a variety of strategies to promote active learning. She made use of the webcams, the chat box and the emoticons. The students raised their hands on both the screen and also while on the webcam. I thought it was impressive that she left all the microphones on. This shows me that she has established class rules.</p>                                                                                           | <p>4. Was the “Closure “effective? Explain.</p> <p>Marissa used an exit ticket strategy and positive reinforcement. She asked a prediction question to wrap up Lang Arts. The students had to each send her their answer in the chat. When she saw their response, they were able take their break.</p>                                                                                                                                                      |                                |
| <p>2. Were questioning techniques effective? (Fluency, probing, higher order, divergent-open ended) Explain.</p> <p>There were a variety of questions asked. I would have to say that a lot of the questions required the students to think for a moment. They were asked to predict and give their opinions.</p>                                                                                                                                                                                                    | <p>5. Was the power point slide presentation efficient and effective? (images, use of space, amount of text per slide) Explain.</p> <p>The PowerPoint was clean and organized. It was not overcrowded. Marissa used it as an outline instead of a script.</p>                                                                                                                                                                                                |                                |
| <p>3. Was use of time efficient? (pre class time, start class on time, smooth transition, content covered, pacing, controlled interruptions) Explain.</p> <p>I could tell that Marissa had a good handle on class time. She was able to cover most of her slides. There were a couple slides at the end that she didn’t get to (a teaser for the next chapter of the book she read). This was a good alternative ending point. Marissa was also able to keep the interruptions at bay and redirect the students.</p> | <p>6. <b>FOR INDUCTEE:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>Nikki observed this lesson before I had my formal observation the next day. It was very beneficial to receive her feedback for how I can improve my lesson. It is always helpful to hear Nikki’s feedback from my lessons. It had taught me the importance of reflecting on your lesson and how to improve it for future lessons.</p> |                                |

**Mentor Signature:**   Nicole Jeffers  

**Inductee Signature:**   *Marissa D'Amore*

# MONTHLY TEACHER INDUCTION REPORT

*"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson*

Inductee: Marissa D'Amore Mentor: Nikki Jeffers Month April

**Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward. Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.**

## Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy  
1b: Demonstrating Knowledge of Students  
1c: Setting Instructional Outcomes  
1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments

## Domain 2: Classroom Environment

2a: Creating an Environment of Respect and Rapport  
2b: Establishing a Culture for Learning  
**2c: Managing Classroom Procedures**  
2d: Managing Student Behaviors  
2e: Organizing Physical Space

## Domain 3: Instruction

3a: Communicating with Students  
3b: Using Questioning and Discussion  
3c: Engaging Students in Learning  
3d: Using Assessment in Instruction  
3e: Demonstrating Flexibility and Responsiveness

## Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

**4b: Maintaining Accurate Records Techniques**

**4c: Communicating with Families**  
4d: Participating in a Professional Community  
4e: Growing & Developing Professionally  
4f: Showing Professionalism

## Reflection:

During this month's induction meeting, Nikki and I discussed what to expect as we enter into the end of the school year. We focused on Domains 2c Managing Classroom Procedures, 4b Maintaining Accurate Records, and 4c Communicating with families. We thought it would be helpful to hear from the other 3<sup>rd</sup> grade blended classroom teachers as well. They all gave me some insight about what to expect and any pain points that I may experience.

Nikki shared that at this point in the school year, she starts really reminding the families that there is a little over a month left. She creates an excel spreadsheet for each class with a separate column for each subject. Around the halfway point in May, she lists the number of assignments they have remaining in each subject. Once the end of the year hits, she uses a color system to indicate the students that are done/finalized and the students that were given extensions. Hearing Nikki's strategies for how she maintains her end of the year records was very helpful!

Mary shared that getting new students all year long can be a challenge, especially towards the end of the year. It is helpful with the AA sends the starting day for the new students right away, so they know where they need to start in the curriculum. Sometimes it can take a while for the grades to transfer to find the start date, but it is easier to help the families get started when we have an actual starting point.

Maria shared a document that she sends to families to help them find out what assignments students need to complete in order to be promoted to the next grade level. Throughout the course of the year, I have had many families that are behind pace. I have communicated my progress concerns through multiple avenues- phone calls, emails, ARBs, etc. I have noticed that they are recently starting to realize the short timeline until the end of the school year. I have had a lot of families reach out to come up with a plan to help get them caught up. The document that Maria shared gives students a projected "what if" grade to see what they need to do in order to pass for the school year. I am looking forward to sharing this resource with families!

Lastly, Kristen shared that the main pain point around this time of year is getting the students who are behind to finish on time. One thing she does is to cut down on writing assignments to make it more manageable. Another thing to consider is excusing them from Study Island assignments and allowing them to focus on the scan-its.

With the end of the year right around the corner, it has been so helpful to collaborate with the 3<sup>rd</sup> grade BC team to share tips/ideas to how to end the year successfully.

## Action(s) Planned:

Mentor Signature: Nicole Jeffers

Inductee Signature: Marissa D'Amore

**\*PLEASE SUBMIT TO THE CHIEF ACADEMIC OFFICER AT THE END OF EACH MONTH\***

# *CAO Comments for Mentee/Mentor Induction*

MENTEE-Marissa D'Amore MENTOR-Nikki Jeffers

## Needs Assessment

### CAO Comments

Thoughts on your needs assessment:

#### **Family Communication**

Learning to work effectively with parents is an art and a science. Begin with "calming" statements:

-“I understand that you’re upset about Jane’s grade for the quarter. I am so glad you reached out to speak to me so I can help you help him to understand the situation.”

-Don’t engage in parent anger and arguing. You are not going to win and argument when the parent is angry. Deescalate and remain calm.

-Show genuine interest in the student and the parent will support you. Don’t dismiss the parent concern or the parent will dismiss your concern.

-It’s always a good idea to start with positive messages for all students as the school year begins. If you consistently providing negative feedback (and it may be accurate) the parent will go on defense every time. Even if a parent may disagree, if you are professional and “kept your cool” it pays off; thus, you must continue to react respectfully in every situation.

#### **Engaging Students in Learning**

This can always be a challenge, especially in a cyber school. So, first and foremost frame what student engagement is for you and for your students. Consider this frame of reference>It represents the amount of time during a lesson that students are thinking about, acting on, or INVOLVED with the content in some way. This frame can launch the lesson plan. This can be assessed by academic learning time (allocated lesson time + time students are actively engaged in task(s) and learning and performing with high success). It can be assessed in many other ways as well. Engagement has many dimensions from eliciting desired behaviors to productive feedback along with progress monitoring. However, one of the key factors is keeping them “hooked” to the topic provoking attention and motivation. Teachers sense when the attention wanes; thus, a reset break or reset activity can re-engage students. (DON’T FORGET THE WEBCAMS)

#### **Reflection**

I am excited that you chose reflecting on teaching. It is one of the most important aspects of instruction and is so desperately needed. Reflective practice is a challenge as you cope with the day-to-day realities of classroom life. It is about professional growth and renewal, but there is always the TIME factor. Reflection is the “pivot” point for teacher development.

**QUESTION TO PONDER:** What teacher activities do I create to encourage students to think about content, act on content and remain INVOLVED in content?

# CAO Comments for Mentee/Mentor Induction

## PD Reflection-September

### CAO Comments

Mentor-mentee relationships are so important since the complexity of teaching has increased exponentially! It's important to note that your mentor, Nikki Jeffers, is learning from you too! That's the best part. I loved mentoring for that very reason.

**QUESTION TO PONDER:** Do you set goals for your own improvement?

## Induction Lesson Reflection Reports

### CAO COMMENTS:

#### October-Inductee Views Mentor's Lesson

Marissa, thank you for your insight into Nikki's lesson. Clearly it is testimony to the mentor/mentee relationship and its importance. As you watched the engagement, think about the *Academic Learning Time* mentioned above and the integrated strategies. As you considered Nikki's questioning, it was clear you have a grasp of this difficult task. Probing research has changed the landscape on how we detect learning. Think about "wait time" too. Nikki used techniques to bridge convergent to divergent questioning and in math that can be a challenge. Some teachers stick to right answers (convergent), but Nikki allowed the critical thinking and divergent approach with the "HOW" question. Keep this in mind as students build thinking skills. Explaining thought processes is an exceptional teaching tool as you know, and you witnessed! I actually see your reflection in the last question also! Nice job!

**QUESTIONS TO PONDER:** Did all students volunteer? Could you determine who was not engaged in the lesson and what were the steps to remedy this?

## SEPTEMBER MONTHLY INDUCTION REPORT

### CAO COMMENTS

It was great to see the type of discussions you and Nikki are engaging in and what you are learning. The flexibility and responsiveness aspects of teachers are challenging, of course, but certainly necessary. Success breeds success and we sometimes forget that. Little wins can pay off for students since SUCCESS is a process not always accomplished quickly. Staying positive about students can sometimes be a challenge, but the positive environment makes a BIG difference. Many students are surrounded by negativity and if school is that way as well, then hope is lost. Kids need smiling faces and virtual hugs! Keep your discussions going!

**QUESTION TO PONDER:** Do I make all my students my favorite students?

Signature: *Dr. Francie Spigelmyer-Chief Academic Officer*

# CAO Comments for Mentee/Mentor Induction

MENTEE-Marissa D'Amore MENTOR-Nikki Jeffers

## Needs Assessment ONGOING

### CAO Comments

#### **QUESTION TO PONDER:**

The focus on reflection is so important as we build our teaching competence. Here is a reflection tool for the end of the year and a diagram for reflection!

### Teacher Reflection Questions

What are some things you accomplished this year that you are proud of?

What is something you tried in your classroom this year for the first time? How did it go?

What is something you found particularly frustrating this year?

Which student in your class do you think showed the most improvement? Why do you think this student did so well?

What is something you would change about this year if you could?

What is one way that you grew professionally this year?

Who amongst your colleagues was the most helpful to you?

What has caused you the most stress this year?

When was a time this year when you felt joyful and/or inspired about the work that you do?

What do you hope your students remember most about you as a teacher?

In what ways were you helpful to your colleagues this year?

What was the most valuable thing you learned this year?

What was the biggest mistake you made this year? How can you avoid making the same mistake in the future?

What is something you did this year that went better than you thought it would?

What part of the school day is your favorite? Why?

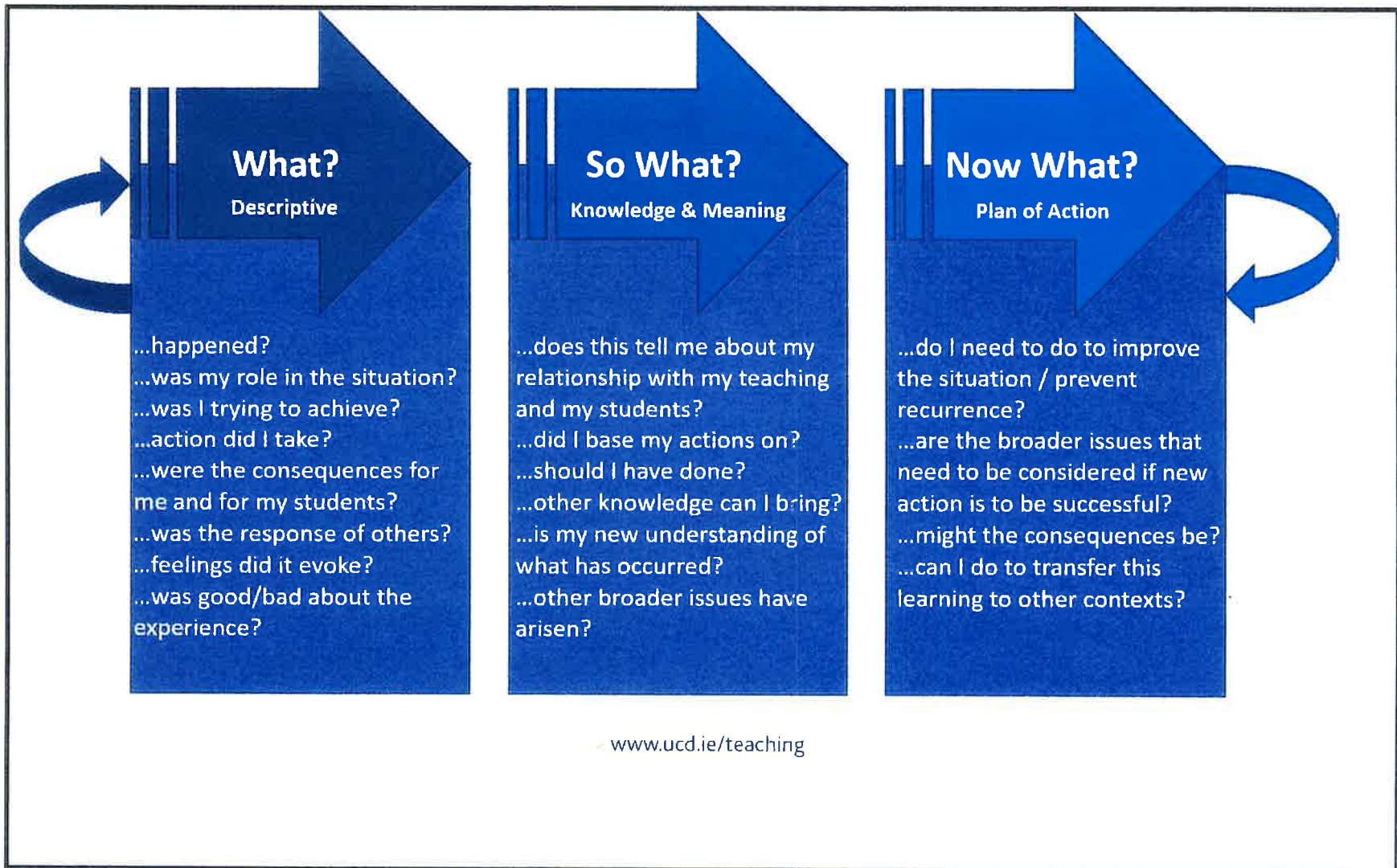
What were your biggest organizational challenges this year?

Who was your most challenging student? Why?

In what ways did you change the lives of your students this year?



## *CAO Comments for Mentee/Mentor Induction*



## *CAO Comments for Mentee/Mentor Induction*

### *PD Reflection N/A-January/February*

*CAO Comments N/A*

**QUESTION TO PONDER:**

Did you submit your PD reflection for February?















### *Induction Lesson Reflection Report-February*

*CAO Comments: INDUCTEE VIEWS MENTOR*

**QUESTION TO PONDER:**

This was a wonderful lesson reflection to read! WOW! I learned so much here! Marissa, you did a great job in the analysis and Nikki your reflection showed a reflective teacher finding ways to meet not only students where they are, but also the parents. GREAT! As you both know fractions are foundational to other areas of math especially algebra. Many parents have the same issues their children have when it comes to fractions too! The strength of the questioning section is impressive. Relating it to the cake example brings the context to the student in a relevant and meaningful way. Some of the most recent research emphasizes meaningful math conversations. I have to admit my first reaction was—REALLY? However, there seems to be some promising results as teachers engage in some of the conversational strategies. The cake made me think of that because these conversations are focused on real world problem posing. This chart below mirrors what was described in the observation.

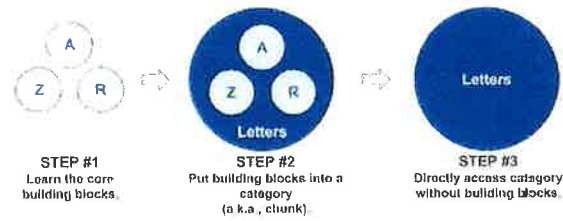
## *CAO Comments for Mentee/Mentor Induction*

| <b>Looks  Like</b>                                                                                                 | <b>Sounds  Like</b>                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p> Students sharing solution strategies with a small group.</p>                                                   | <p> Teacher using the students' ideas to guide them to the correct solution.</p>                          |
| <p> Teacher using "wait time" to support student thinking and encourage deep thought.</p>                          | <p> Students reflecting on what others say during instruction.</p>                                        |
| <p> Students comparing and connecting their solution strategies with other students' solutions.</p>                | <p> Teacher guiding student responses to stay focused on the topic.</p>                                   |
| <p> Teachers and students conversing back and forth about a problem.</p>                                           | <p> Teacher asking students to ask questions about another student's response.</p>                        |
| <p> Students working collaboratively as a community of learners to support each other.</p>                         | <p> Students repeating, summarizing, rephrasing, translating, and building on the thinking of others.</p> |
| <p> Students participating and engaging in the discussion.</p>                                                   | <p> Mistakes being used as learning tools.</p>                                                          |
| <p><small>© 2013 The Right Math Leader</small></p> <p><a href="https://minds-in-bloom.com/getting-started-with-effective-ma/">https://minds-in-bloom.com/getting-started-with-effective-ma/</a></p> |                                                                                                                                                                                              |
| <p>As for the "chunking" of information, this is important and the research supports the practice because it enables the brain to process and digest information more easily.</p>                   |                                                                                                                                                                                              |



# CAO Comments for Mentee/Mentor Induction

## Is Chunking The Foundation To Complex Learning?



teachthought  
WE GROW TEACHERS

<https://www.scoop.it/topic/educational-pedagogy>

## MONTHLY INDUCTION REPORT-January/February

CAO Comments: N/A

Signature:

*Dr. Francie Spigelmyer-Chief Academic Officer*

# *CAO Comments for Mentee/Mentor Induction*

MENTEE-Marissa D'Amore MENTOR-Nikki Jeffers

## *Needs Assessment ONGOING*

### *CAO Comments*

#### **QUESTION TO PONDER:**

## *Induction Lesson Reflection Report-March/April*

### *CAO Comments: MENTOR VIEWS INDUCTEE*

#### **QUESTION TO PONDER:**

It was nice to read that multiple communication modes were use including the webcam. As Nikki mentioned, class rules are obviously employed, which is essential for making it work. It's all about expectations. I also like the "thinking" questions Nikki pointed out since it is imperative to build these skills early! Questions like:

#### **Critical Thinking Questions That Start With What**

- What would it be like if ... ?
- What could happen if ... ?
- What other outcomes might have happened?
- What questions would you have asked?
- What would you ask the author about ... ?
- What was the point of ... ?
- What should have happened instead?
- What is that character's motive?

<https://www.weareteachers.com/critical-thinking-questions/>

<https://www.teachthought.com/critical-thinking/critical-thinking-questions/>

NICE WORK!!!

I also like the fact that you used the PowerPoint as an outline and not a script! PowerPoints are important to the teaching/learning environment; however, they can serve as a crutch when teachers simply read from the presentation. I've challenged many teachers to move away from day to day PowerPoints (still have them as resource) but try other delivery methods.

# CAO Comments for Mentee/Mentor Induction

## MONTHLY INDUCTION REPORT-April

### CAO Comments:

Great report! This is such a challenging time since loose ends are tough to tie as new students come in and you are still working with students who need more support. I am hopeful for our new MTSS platform for next year. I do believe it will assist in serving students and teachers well as we all try to create a strong environment for all students to learn. The new MTSS has a student spotlight feature revealing areas of need along with other features for at risk students etc.

Here is a snapshot from EDINSIGHT



Signature:

*Dr. Francie Spigelmyer-Chief Academic Officer*



### Addendum 3: Needs Assessment for Inductees - Teachers

#### Needs Assessment for Teacher Inductees

Inductee: Erica Strader Mentor: Amy Nyeholt Date 9/21/01

The components of the Framework for Teaching are listed below. Please **circle at least two components** for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

#### Domain 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

#### Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behaviors
- 2e: Organizing Physical Space

#### Domain 3: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4f: Showing Professionalism

#### Domain 4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records Techniques
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing & Developing Professionally

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: \_\_\_\_\_

Erica L Strader

**2021-2022 Induction Lesson Reflection Report – Inductee Views Mentor’s Lesson**

**\*\*Please submit by the end of the month to the CHIEF ACADEMIC OFFICER\*\***

Inductee Erica Strader Mentor Amy Nyeholt Month: October

**Class Observed: Math 7 section B – Mrs. Pavkovich**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Were students actively engaged and/or involved in learning? Explain.</p> <p>Yes, the students were actively engaged. Mrs. P used green checks for “yes” and red x’s for “no” when checking for understanding throughout the class. She had the class open their mics at the same time to check for understanding and answer in unison after solving one problem. Other times she had the students volunteer their answers verbally or through the chat.</p>                                                            | <p>4. Was the “Closure” effective? Explain.</p> <p>Yes – Mrs. P reviewed adding integers and allowed the students a chance to ask questions and check for understanding.</p>                                                                                                                                                                                                                                                    |
| <p>2. Were questioning techniques effective? (Fluency, probing, higher order, divergent-open ended) Explain.</p> <p>Mrs. Pavkovich used the emoji tools to gauge for understanding throughout the lesson. She asked questions throughout the entire class. She asked probing questions and had the students send private messages to check for understanding.</p>                                                                                                                                                            | <p>5. <b>FOR INDUCTEE:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>Mrs. Pavkovich demonstrated how to engage students by calling on them and having them actively participate in the lesson. I learned that an online class can be very interactive and can truly engage student understanding.</p>                                                                         |
| <p>3. Was use of time efficient? (pre class time, start class on time, smooth transition, content covered, pacing, controlled interruptions) Explain.</p> <p>Great introduction. The students were engaged from the start with a problem they all worked together to solve. Each math problem was explained step-by-step either by Mrs. P or by a student volunteer. The pacing was perfect. She utilized the class time effectively, and the students seemed very involved and interested. The transitions were smooth.</p> | <p>6. <b>FOR MENTOR:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>It was very nice to talk with Erica after the lesson and hear what her big takeaways were from the lesson. There were many things that I do without thinking that are beneficial for students. I didn’t realize that the random little things I say or do help me to be more relatable to my students.</p> |

Inductee Signature: Erica Strader

Mentor Signature: Amy Nyeholt

# MONTHLY TEACHER INDUCTION REPORT

*“Educators recognize that the ability to reflect on teaching is the mark of a true professional.” – Charlotte Danielson*

Inductee: Erica Strader

Mentor: Amy Nyeholt

Month: November

**Please circle the component(s) that is being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

*Utilize the “Elements” and “Demonstration” sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.*

## Domain 1: Planning and Preparation

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2d: Managing Student Behaviors  
2e: Organizing Physical Space

## Domain 3: Instruction

## 3a: Communicating with Students

3b: Using Questioning and Discussion  
3c: Engaging Students in Learning  
3d: Using Assessment in Instruction  
3e: Demonstrating Flexibility and Responsiveness

## Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

4b: Maintaining Accurate Records Techniques

4c: Communicating with Families  
4d: Participating in a Professional Community  
4e: Growing & Developing Professionally  
4f: Showing Professionalism

## Reflection:

There are several things I have been working on over the last few weeks in which planning, preparation, communicating, and professional development came into play. For example, I will be hosting my first curriculum data meeting this week for the 9-12 English department. I chose the topic of “Effective Communication with Students.” Prior to creating the presentation, I collected feedback from current BC/VC English teachers regarding challenges and successes with online learning/teaching and communication with students. I also included research data and professional studies to demonstrate the importance and baseline for effective communication with students.

## Action(s) Planned:

After the November Curriculum Data meeting, I plan to build on the topic of “Effective Communication with Students” for next month. I will also focus on ways to create a positive online-learning environment. A English 11 teacher has also reached out to collaborate on the topic of “Engagement for Online-Learners.” She recently went to PCTELA and would like to share some information and ideas from the conference with the department.

Mentor Signature: \_\_\_\_\_

*Amy Nyeholt*

Inductee Signature: \_\_\_\_\_

*Erica Strader*

**\*PLEASE SUBMIT TO JOELYN SHANK AT THE END OF EACH MONTH\***



# MONTHLY TEACHER INDUCTION REPORT

*"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson*

**Inductee:** Erica Strader

**Mentor:** Amy Nyeholt

**Month:** December

**Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

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2a: **Creating an Environment of Respect and Rapport**  
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2e: Organizing Physical Space

**Domain 3: Instruction**

3a: Communicating with Students  
3b: Using Questioning and Discussion  
3c: Engaging Students in Learning  
3d: Using Assessment in Instruction  
3e: **Demonstrating Flexibility and Responsiveness**

**Domain 4: Professional Responsibilities**

4a: Reflecting on Teaching

4b: Maintaining Accurate Records Techniques  
4c: Communicating with Families  
4d: Participating in a Professional Community  
4e: Growing & Developing Professionally  
4f: Showing Professionalism

**Reflection:**

For this month, I decided to reflect on how to set expectations for a respectful environment as well as demonstrating flexibility and responsiveness in relationship to my Curriculum Coordinator role here at PA Cyber. So far, I have tried to create a positive rapport with the 9-12 English Department team of teachers as well as my co-workers. I have worked very closely with several teachers in smaller group settings, as well as individually, to solve curriculum-related issues. I have also collaborated with the Assistant Principal for English in the 9-12 Academy to make decisions for novel request changes/reviews and curriculum concerns that arise. To demonstrate responsiveness and flexibility, my goal is to create a dynamic that allows teachers to "feel heard" and acknowledge their concerns, frustrations, and issues in a timely manner all while creating an environment of respect and camaraderie. I enjoy solving problems and working alongside other educators to come up with successful solutions or improvement plans both for instructional and curriculum-based needs. The role of a Curriculum Coordinator is not only being able to be receptive to problems and creating obtainable solutions, but also being adaptable to changes, listening to concerns, creating practical solutions, and maintaining a positive communication rapport.

**Action(s) Planned:**

To accomplish these goals, I plan to continue to keep an open line of communication with all Blended and Virtual English teachers at PA Cyber. I would like to build a solid relationship of trust and confidence to promote a positive professional community. To keep a fluent line of communication, I plan to try to share curriculum resources to specified teachers as I find helpful information that can be used in English courses. I am also going to try to sit in on a few classes to gage individual teaching styles and get to know the teachers and learn how they interact and implement the curriculum in their individual classes. I am also going to reach out each month following the Curriculum Data Meetings to ask for feedback and give options for helpful topics to address in future meetings.

**Mentor Signature:** \_\_\_\_\_  
*Amy Nyeholt*

**Inductee Signature:** \_\_\_\_\_  
*Erica Strader*

**\*PLEASE SUBMIT TO JOELYN SHANK AT THE END OF EACH MONTH\***



### Addendum 3: Needs Assessment for Inductees - Teachers

#### Needs Assessment for Teacher Inductees

Inductee: Erica Strader Mentor: Amy Nyeholt Date 1/18/22

The components of the Framework for Teaching are listed below. Please **circle at least two components** for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

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- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records Techniques
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing & Developing Professionally

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: Erica Strader

# MONTHLY TEACHER INDUCTION REPORT

*"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson*

Inductee: Erica Strader

Mentor: Amy Nyeholt

Month: ~~December~~ <sup>JANUARY</sup>

Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

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4a: Reflecting on Teaching

4b: Maintaining Accurate Records Techniques

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing & Developing Professionally

4f: Showing Professionalism

## Reflection:

For this month, I decided to focus on Domain 1: Planning and Preparation. One major goal my mentor and I have discussed is familiarizing myself with all English 9-12 course offerings at PaCyber, which would fall under component **"1a: Demonstrating Knowledge of Content and Pedagogy."**

Understanding the content and objectives for the courses I oversee for curriculum needs is an important criterion for this position. What I have been doing to understand the course content and pedagogy for these courses is study the course descriptions in detail, meet with the teachers regularly, discuss curriculum issues and possible changes with my mentor, coworkers, and director, and take time to review the scope and sequence documents, pacing guides, and course overviews for each course. I truly enjoy meeting with teachers and learning how teachers create lessons for the same topic but do so in a variety of ways. I have also made a goal to meet in smaller groups with teachers as opposed to only talking to them once a month in our Curriculum Data Meetings. These small group discussions have allowed many teachers to get to know me and have created a positive rapport which I hope allows them to feel comfortable coming to me with curriculum related issues and successes. I feel that understanding what teachers are expected to instruct is a key component for my role here at PaCyber; therefore, I am going to continue to immerse myself in all the class offerings we have as much as I possibly can. This will allow me to assist teachers when problems, questions, or changes occur.

The second component in Domain 1 my mentor and I have been discussing is **"1d: Demonstrating Knowledge of Resources."** When I first began working here in September, I was not familiar with many resources PaCyber has to offer not only for teachers, but also for students. My mentor has taken the time to do training sessions with me to learn more about resources we use at PaCyber such as Jigsaw, Genius, and Buzz as well as encouraged me to participate in training sessions online for new applications such as Nearpod, Clever, Newsela, IXL, and others. I recently earned my Clever Certificate as well as my Newsela Power User Certificate. I still have a ton to learn regarding the resources we are offered here at PaCyber, but I am confident I will continue to become familiar with these applications and resources and continue to apply additional knowledge as I utilize them in my position.

## Action(s) Planned:

**\*PLEASE SUBMIT TO JOELYN SHANK AT THE END OF EACH MONTH\***

To accomplish these goals, I plan to

- continue to encourage teachers to openly communicate any concerns
- allow for small group meetings to allow teachers the opportunity to voice their individual concerns, thoughts, and ideas regarding their classes
- continue to educate myself on the details, objectives, and course criteria for all English 9-12 class offerings
- continue to attend training sessions, meet with my mentor, and educate myself on all the resources we have available to us here at PaCyber.

Mentor Signature: Ang Mylar

Inductee Signature: Erica Strader

## Addendum 14: In-Service/PD Activity Reflection

### INDUCTION REFLECTION FOR IN-SERVICE OR PD

|                                                                                                                                                                           |                                                                                                                                   |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Name/Position</b>                                                                                                                                                      | Erica Strader/Curriculum Coordinator English 9-12                                                                                 |                                              |
| <b>ACADEMY</b>                                                                                                                                                            | <input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12 <input type="checkbox"/> Other |                                              |
| <b>INSERVICE OR PD ACTIVITY</b>                                                                                                                                           |                                                                                                                                   |                                              |
| <input type="checkbox"/> August                                                                                                                                           | <input type="checkbox"/> October                                                                                                  | <input checked="" type="checkbox"/> February |
| 21st Century Youth: Mental Health Tools for Teachers/<br><b>INSERVICE EVENT:</b> Childline Referral Survey Results/Webcam Updates/ Curriculum Updates/Graduation Pathways |                                                                                                                                   |                                              |
| <b>Date and Time</b>                                                                                                                                                      | Feb 21, 2022                                                                                                                      |                                              |
| <input type="checkbox"/> PD Activity                                                                                                                                      | (Identify)                                                                                                                        |                                              |
| <b>Date and Time</b>                                                                                                                                                      |                                                                                                                                   |                                              |

#### Reflection Questions

#### 1. To what extent did this event meet your expectations?

The first morning session was more of sharing survey results for Childline, which I feel could have been shared via email. I don't think it really was necessary to have a live session for that portion, but the information was useful. I enjoyed the session on mental health tools with Dr. Erbacher. I feel there was a lot of helpful techniques for dealing with students who experience anxiety which is an all too common obstacle in society today.

#### 2. What aspects of the event were most useful to your job? Please explain and provide specific skills and/or knowledge.

The webcam information was great and allowed me to explore the effectiveness of utilizing the webcams in classes. The use of webcams builds connections and keep students engaged in the lesson. **Listening to ideas of how to encourage students to use their webcams through special engaging activities such as games and other fun activities was very useful.** I loved the information and studies behind the data collected for webcams as well.

#### 3. What aspects of this event did you find least useful? Please explain.

As stated above, the Childline portion of the In-Service was not very engaging. They just went over survey results, and it was not engaging, interesting and there was some information that was not accurate. Also, I would have liked smaller group sessions to be organized, and then give teachers/employees an opportunity to sign up for the sessions that they find most useful to participate in.

#### 4. **PD Activities ONLY:** Would you recommend this PD activity to a colleague?

Why or why not?

# MONTHLY TEACHER INDUCTION REPORT

*"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson*

Inductee: Erica Strader

Mentor: Amy Nyeholt

Month: February

Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward. Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

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## Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

4b: Maintaining Accurate Records Techniques  
4c: Communicating with Families  
4d: Participating in a Professional Community  
4e: Growing & Developing Professionally  
4f: Showing Professionalism

## Reflection:

For this month, I decided to focus on Domain 4: Professional Responsibilities.

With the upcoming announcements and major changes within the English curriculum course offerings at the 9-12 Academy level, I decided to focus on professionalism for the month of February. I decided to target component **"4d: Participating in a Professional Community and 4e: Growing & Developing Professionally."**

Last month, I decided to focus on gaining a better understanding of the resources offered here at PaCyber. I met with Stacey Angelo to discuss integration of Newsela in the ELA secondary courses. After our discussion, I asked if she would be willing to meet with the 9-12 English teachers for our February Curriculum Data Meeting. I reached out to the English department teachers and asked them to send me any items they would like to be addressed by Stacey about Newsela. Following my conversations and information gathered in regards to the teacher responses, Stacey was then able to put together a presentation for them that addressed their specified needs and questions. It was a very successful meeting, and I feel the teachers really got a lot out of it. The meeting also demonstrated how much more beneficial our monthly curriculum discussions can be when I find topics that are utilizable and geared for the group as a whole (both blended and virtual classroom teachers). Giving the teachers some ownership and providing them with the opportunity to share their questions and concerns provides for a very engaged and productive meeting.

Also, I recently joined the ASCD, the Association for Supervision and Curriculum Development. Engaging with other educators in a community that provides support and professional development has been extremely helpful. I have been reading and referencing the Professional Learning and Equity articles published on their website monthly, which has taught me new strategies for student engagement and peer support. Some of the information I am gathering from ASCD is teaching me how to address difficult changes and challenging situations as a leader. This information could not come at a better time, as we are about to announce many large-scale changes for course offerings at PaCyber. I am learning how to demonstrate not only listening but *understanding* for teachers who may need to express how they feel

**\*PLEASE SUBMIT TO JOELYN SHANK AT THE END OF EACH MONTH\***

following these announcements. Change is difficult, and I want to serve as a support system for every person affected by the new changes coming our way.

**Action(s) Planned:**

To accomplish these goals, I plan to

- continue to communicate with other educators and develop leadership and professional development skills
- continue to provide small group meetings to allow teachers the opportunity to voice their individual concerns, thoughts, and ideas regarding their classes
- continue to educate myself on new professional development strategies
- continue to challenge myself to try new pathways for our monthly curriculum data meetings

Mentor Signature: *Amy Myler*

Inductee Signature: *Erica Strader*



# MONTHLY TEACHER INDUCTION REPORT

*“Educators recognize that the ability to reflect on teaching is the mark of a true professional.” – Charlotte Danielson*

**Inductee: Erica Strader**

**Mentor: Amy Nyeholt**

**Month: March**

**Please circle the component(s) that is being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

*Utilize the “Elements” and “Demonstration” sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.*

**Domain 1: Planning and Preparation**

1a: Demonstrating Knowledge of Content and Pedagogy  
1b: Demonstrating Knowledge of Students  
1c: Setting Instructional Outcomes  
1d: Demonstrating Knowledge of Resources  
1e: Designing Coherent Instruction  
1f: Designing Student Assessments

**Domain 2: Classroom Environment**

2a: Creating an Environment of Respect and Rapport  
2b: Establishing a Culture for Learning  
2c: Managing Classroom Procedures  
2d: Managing Student Behaviors  
2e: Organizing Physical Space

**Domain 3: Instruction**

3a: Communicating with Students

3b: Using Questioning and Discussion

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

4a: Reflecting on Teaching

4b: Maintaining Accurate Records Techniques

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing & Developing Professionally

4f: Showing Professionalism

**Reflection:**

For this month, I decided to focus on Domain 3: Instruction.

Because of the curriculum change announcements, last month I decided to focus on Professional Responsibilities.

Following last month Curriculum Data Meeting, I decided to revisit the format and structure of how the monthly department meetings are organized. I met with my mentor, and she shared with me how she has a theme for the school year and maps out each month’s topic. Before the school year, each teacher is able to share input by filling out a google form to establish interest levels for different educational topics. From the feedback she collects, small groups based on interest levels are formed. The groups all have different goals and allow teachers to work with other peers that maybe they do not normally interact with.

I am going to start mapping a plan for next school year to try to organize small group engagement for the monthly department meetings. I feel many times the information presented is not very productive or engaging because often it does not apply to the group as a whole. It is important to take into consideration the role, responsibilities, and challenges of the Blended teacher verses Virtual teacher, as well as the dynamic of teaching during a time in the world that has everyone dealing with many outside factors that impact their daily lives. We need to revisit how we communicate with peers, leaders, students, and parents and work on a wide range of academic-focused criteria along with social emotional collaboration. Overall, I am hoping to study development specified criteria to integrate into our monthly meetings to make them feel more customized and impactful.

**Action(s) Planned:**

To accomplish these goals, I plan to

- continue to communicate with other educators and develop leadership and professional development skills

**\*PLEASE SUBMIT TO JOELYN SHANK AT THE END OF EACH MONTH\***

- continue to design and map small group meetings to allow teachers the opportunity to voice their individual concerns, thoughts, and ideas regarding their classes
- continue to educate myself on social emotional learning and collaboration strategies
- continue to challenge myself to try new pathways for our monthly curriculum data meetings

**Mentor Signature:** *Amy Myler*

**Inductee Signature:** *Erica Strader*



# ***CAO Comments for Mentee/Mentor Induction***

**MENTEE**-Erica Strader **MENTOR**-Amy Nyeholt

## **Needs Assessment Ongoing**

### **CAO Comments**

**QUESTION TO PONDER:** As you look at your needs from the start to now, do you see personal and professional growth?

As I reviewed your needs assessment, specifically relating to DOMAIN 1 and 3, it aligned well with recent discussions I've had as we continue to consider writing some of our own curriculum. I've spent some time researching differences and similarities with **curriculum design** and **instructional design**. I would like to advocate for both components clarified specifically for any curricula written. I began a recent discussion with this curriculum definition for PA Cyber.

### **DEFINITION FOR CURRICULUM AT PA CYBER (Spigelmyer)**

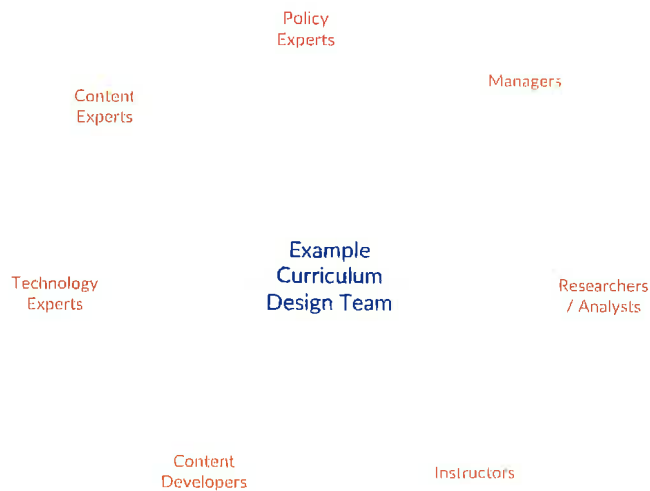
Curriculum at PA Cyber offers:

- a planned design for interactive teaching and learning (NOTE-this includes both designs)
- an embedded framework of preeminent instructional practices and resources (content-centered, learner-centered, problem-centered)----- (NOTE-this includes both designs)
- an organized model for learning that is supportive and meaningful and is assessed, evaluated, and monitored for student achievement and success (NOTE-this includes both designs)

Think about this image as it relates to the integration of the two designs (Dodd, EDTECH BOOKS)

[https://edtechbooks.org/id/curriculum\\_design\\_process](https://edtechbooks.org/id/curriculum_design_process)

# CAO Comments for Mentee/Mentor Induction



## Designing Curriculum with the End in Mind

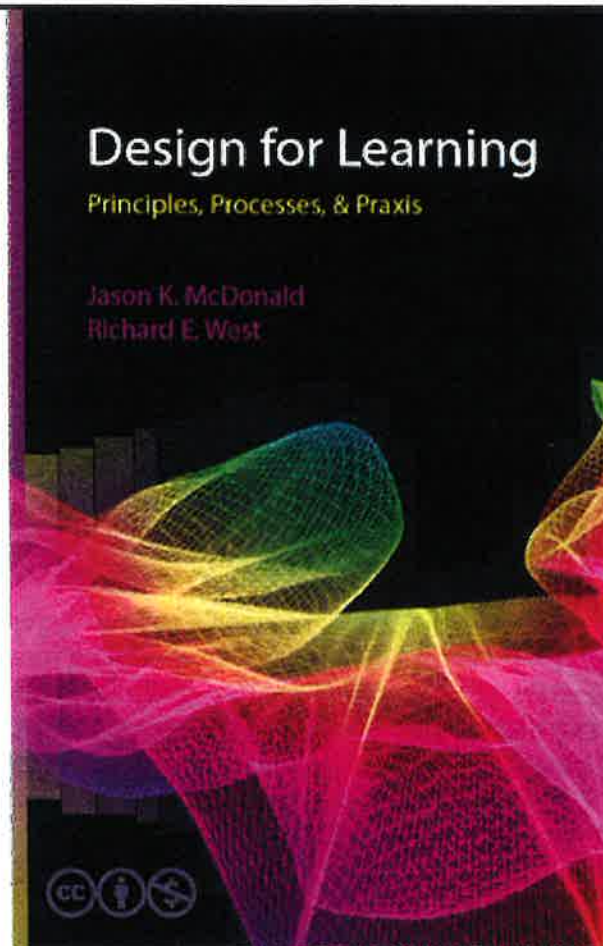
The primary goal of curriculum design is aligning learning strategies, materials, and experiences to defined outcomes. From this standpoint, good curriculum should be results-focused and efficient. To accomplish this, curriculum designers often use tools such as learner personas, needs analysis, and existing assessment data to determine the scope of a project. From there, it becomes important to develop learning strategies that connect to the characteristics of the intended learners to help them reach the desired outcomes.

Designing curriculum with the end in mind involves managing, designing, and organizing learning objectives, competencies, and standards within a curriculum. The process of designing curriculum with the end in mind is commonly referred to as "backward design" (Wiggins & McTighe, 1998). The major concept important to curriculum designers is that instead of starting with content or topics (common historical practice by many educators), backward design starts with the outcomes and then works backwards to address the content, topics, strategies, and materials. EDTECH BOOKS-DODD

[https://edtechbooks.org/id/curriculum\\_design\\_process](https://edtechbooks.org/id/curriculum_design_process)



## *CAO Comments for Mentee/Mentor Induction*



Take a look at the process! I'd be interested to see what your thoughts are on the concepts.

### *PD Reflection -February*

*CAO Comments- **Did you submit this document for Feb-Inservice?***

**QUESTION TO PONDER:** How do you approach PD opportunities?

# CAO Comments for Mentee/Mentor Induction

## MONTHLY INDUCTION REPORT January-February-March-April

**QUESTION TO PONDER:?** How do you build reflective practices?

### CAO Comments:

#### January

Examining resources is a terrific way to discover what may work and what may not by content area. It also provides you the opportunity to make recommendations from a well-vetted source

#### February

I am impressed with your initiative as you continue the curriculum review. It is important and worthwhile to garner feedback and your Newsela discussion is testimony to your efforts. Also, ASCD is one of the best organizations for K-12 since it is in a dynamic phase of continuous improvement in the teaching and learning environment. I've been a member for many years and have an enormous arsenal of resources and books to prove it 😊! I also like the fact that you want to listen to feedback-listen with the same passion you have for your commitment to education! I would also suggest keep your focus on STUDENT ENGAGEMENT as we move ahead and as you move ahead for instructional and professional strategies to improve teaching and learning.

See the chart below by *Mia Meekin*, which applies to many subject areas:

**DID THEY LEARN ANYTHING?**





# CAO Comments for Mentee/Mentor Induction

## DID THEY LEARN ANYTHING?

27 quick ways to determine if your students are learning during and after a lesson.

**Argue**  
Argue why your understanding is logical.

**Show**  
Take frequent breaks and show each other what you have learned each step of the way.

**Explore**  
Explore different ways of coming to your conclusion.

**Define**  
Define the terms.

**Complete**  
Complete a survey on the topic. Share your findings.

**Identify**  
Identify 3 people in the class who have a different understanding.

**Report**  
Report your findings to the class.

**List**  
List similar information.

**Locate**  
Locate 3 people who agree with your point of view.

**Illustrate**  
Illustrate what you learned.

**Grade**  
Exchange ideas and grade your partner's ideas for creativity.

**Conduct**  
Conduct an experiment to test your understanding.

**Examine**  
Examine what you learned 1 layer deeper.

**Justify**  
Justify what you learned with 3 examples.

Listen to what the student is saying. Are they critically thinking or regurgitating the facts?

**Sketch**  
Sketch what you are thinking and how you see there.

**DIAGRAM**  
Diagram what you learned.

**Merge**  
Merge this lesson with similar lessons. What did you learn?

**Rate**  
Rate your work from 1-10.

**Role Play**  
Role play what you just learned.

**Solve**  
Solve a puzzle using the information learned.

**Compose**  
Compose your thoughts and deliver it creatively.

**Design**  
Design something from the information you learned.

**Critique**  
Critique your work. Do you still feel good about it?

**Write**  
Write out what you just told me.

**Compare**  
Compare your work to an "A" work.

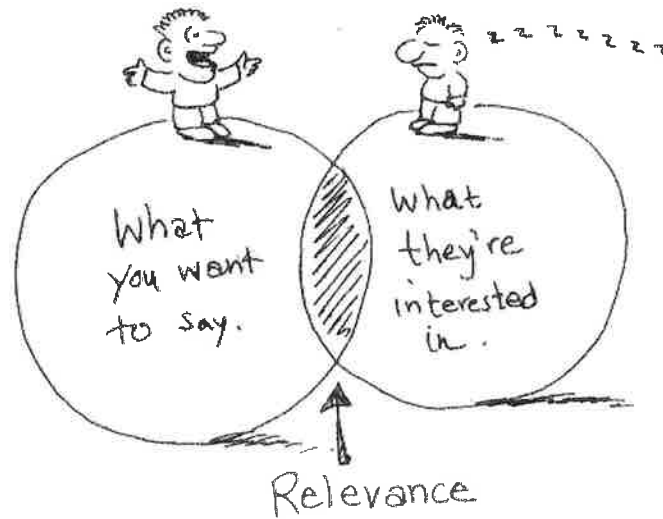
**Test**  
Test what you just learned in a new situation.

**Repeat**  
Ask the student to repeat the assignment with a partner.

## *CAO Comments for Mentee/Mentor Induction*

### **March**

I like the mapping component for next year along with the inclusivity of both teaching modes. Too many times they are diametrically opposed, which is and should not be the case. I commend you for doing this since it is about teaching to students for learning purposes (simplified, but true). I also agree with the RELEVANCE argument because it is difficult for teachers to engage if there is no "context" for their learning.



*Signature:*

*Dr. Francie Spigelmyer-Chief Academic Officer*

# CAO Comments for Mentee/Mentor Induction

MENTEE-Erica Strader MENTOR-Amy Nyeholt

LESSON VIEWED-MS. KATHY PAVCOVICH -MATH

## Needs Assessment-September

### CAO Comments

I've heard you've gotten off to a great start! Fantastic!

One of my favorite parts reviewing submissions is the needs assessment. It is always interesting to see what mentees circle. It is a reflective activity and a framework or roadmap. As I reviewed your domains, I was interested in all your choices especially the culture for learning, which includes your choice for an environment of respect and rapport. When I think about these areas I think about the building blocks of a classroom community, the caring aspect between the teachers and the students and among the students themselves. In the cyber setting it takes on an entire new persona. How do we create that culture within the delivery modes and the curriculum? It is a challenge, but not an insurmountable challenge. As you make your way and continue to grow and to learn keep in mind what you circled and consider your progress. For me, when I taught online, I found the "withitness" factor (Kounin), a concern, since it requires a different type of awareness. When I consider this in the PA Cyber classroom, I see a similar issue. So many times, teachers are asking continuously if students are there or paying attention, give me a thumbs up etc. That's why I was adamant about webcam integration as a teaching tool. We need to see our students as well as listen to them and they need to see their teachers. I can tell from your choices, you are devoted to the teaching and learning environment!

**QUESTION TO PONDER:** How do you set expectations for a respectful environment-are there incentives, consequences, and how can you use unobtrusive interventions in the virtual environment? Also, how does this fit in to your coordinator work? Is it something you think about and share since curriculum is much more than a plan of study?

## PD Reflection-September

### CAO Comments

I reviewed your induction reflection. As far as the first question, you didn't really answer the question, except for the benefits component. I do think your summary of SEL was spot on. I'll be anxious to learn more about your perspective of SEL integration.

**QUESTION TO PONDER:** Have my overall PD/PL experiences in my career thus far been meaningful? Why or why not?

## CAO Comments for Mentee/Mentor Induction

### Induction Lesson Reflection Report-October

#### **CAO COMMENTS:**

When a look at lesson reflection, I tend to ask a lot of questions based on your observation as part of the reflection process. So here it is... Think about this as you read below: *Doing math is different from teaching math.*

1. When we think about student engagement, what was evident in the strategies utilized that determined they were engaged? So, as you reviewed the learning cycle, was it the “green” vs “red” that determined engagement or “unison” answers? How was Mrs. P sure everyone was engaged? Did all students volunteer, or the same students, or just a few?
2. In regard to questioning, Mrs. P asked questions throughout the lesson. What types of questions, convergent or divergent? How was her wait time? What did the “probing” look like? Was it crafted to deepen, enrich, and extend earlier responses? Probing allows for redirecting the learners into a new productive area. What did you see?
3. So, let’s talk about problem solving-using students to explain is an important part of math teaching and serves as a probe as well. What did you witness in this process when the student was working through the problem-was it a visual representation or a schema (framework, outline, plan for solving a problem)?
4. Did you think of any other ways to “close” the lesson?
5. What are your parameters for interactive teaching?

#### **September-Inductee views Mentor Lesson**

**QUESTIONS TO PONDER**-Did all students volunteer? Could you determine who was not engaged in the lesson and what were the steps to ensure this?

### OCTOBER MONTHLY INDUCTION REPORT

#### **CAO COMMENTS:**

N/A

WHAT IS REFLECTIVE  
TEACHING?

*Dr. Francie Spigelmyer-Chief Academic Officer*



# CAO Comments for Mentee/Mentor Induction

MENTEE- Erica Strader MENTOR-Amy Nyeholt

## Needs Assessment ONGOING

CAO Comments

**QUESTION TO PONDER:**

## Induction Lesson Reflection Report-NOVEMBER-DECEMBER

N/A

## MONTHLY INDUCTION REPORT-NOVEMBER-DECEMBER

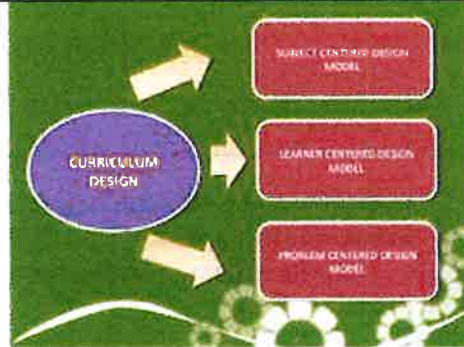
**CAO COMMENTS:**

The role of a Curriculum Coordinator is not only being able to be receptive to problems and creating obtainable solutions, but also being adaptable to changes, listening to concerns, creating practical solutions, and maintaining a positive communication rapport. Don't ever lose site of these roles and these goals!

**Receptive to problems (obtainable solutions)**-So when problems come to you, the practice you reveal based on your reflection is a collaborative solution-oriented approach! 😊 You are saying, "let's solve this together." In this language, you are an "advocate" instead of a punitive judge or someone who is unapproachable. This allows you to "coach" them away from complaining and engaging in real problem solving. Start the conversation to launch the process. As solutions are considered, it is important to discover the source not just solve the problem since it could come back around again. Also, it important to move away from the WHY and move towards the WHAT—as in, "what do we do now?" Nice job!

**Adaptable to changes**-Did you know that adaptable people talk to themselves? LOL... Adaptable people also see the bigger picture and when you think of curriculum, it is BIG PICTURE with varied smaller parts. When I think of curriculum development, I think about the process, the practice, and the presentation, so to speak. I know you are familiar with this:

## CAO Comments for Mentee/Mentor Induction



**QUESTION TO PONDER:** Is this a framework?

Think about the diagram above and adaptability. You are adaptable now, especially, with your view of stakeholder feedback along with your commitment to adapt to curriculum changes!



Signature:

*Dr. Francie Spigelmyer—Chief Academic Officer*

# MONTHLY TEACHER INDUCTION REPORT

*"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson*

Inductee:  Kayla Loughran  Mentor:  Katie McGuire  Month  February

**Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

*Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.*

## Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: **Setting Instructional Outcomes**

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

## Domain 2: Classroom Environment

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behaviors

2e: Organizing Physical Space

## Domain 3: Instruction

3a: Communicating with Students

3b: Using Questioning and Discussion

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

## Domain 4: Professional Responsibilities

4a: **Reflecting on Teaching**

4b: Maintaining Accurate Records Techniques

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing & Developing Professionally

4f: Showing Professionalism

## Reflection:

This month, I worked on setting instructional outcomes, domain 1c. I did this by aligning lessons with clear objectives I want the students to gain from the lesson. I post this in the beginning slides and reference this throughout the lesson. It was helpful for the students to see what I expected from the lesson and what they were intended to learn each day.

I also worked on domain 4a, reflecting on teaching. I have a class that has required a lot of reflecting on teaching techniques. Trying new things and out of the boxes techniques to try and get the content to stick with them. Many questions with my mentor and supervisors to help these students learn material.

## Action(s) Planned:

Next month I will work on Domains 2 and 3.

Mentor Signature: \_\_\_\_\_

Inductee Signature: \_\_\_\_\_

## *CAO Comments for Mentee/Mentor Induction*

*MENTEE*-Kayla Loughran *MENTOR*-Katie McGuire

### *MONTHLY INDUCTION REPORT February 22-23 SY*

**QUESTION TO PONDER:?** How do you build reflective practices?

When you state, "I have a class that has required a lot of reflecting on teaching techniques." This is exceptional discernment. Often I hear, "Oh well, it's just the way they are and I can't do anything about it." One thing I want you to consider is asking the students directly about what they may need or what you can do to help them learn and to grow. From your playbacks you do this formatively, but how about asking more specific questions? This simple practice reaps many benefits mainly because students realize YOU CARE about their learning-which I know they already know this; it just changes the emphasis. And isn't it about differentiation in many ways?

I often reference this article as a reminder to ask the "audience" so to speak.  
<https://www.edutopia.org/article/important-questions-ask-your-students>

Also, in your reflection, take a look at this from Teacher Thought (I like their resources! ):

**teachthought**  
WE GROW TEACHERS





# CAO Comments for Mentee/Mentor Induction

## 50 STRATEGIES FOR DIFFERENTIATED INSTRUCTION

1. Curriculum Mapping

2. Inquiry-Based Learning

3. Power Standards & Enduring Understandings

4. Project-Based Learning

5. Classroom Layout & Design

6. Learning Model Integration

7. Sentence & Discussion Stems

8. Tiered Learning Targets

9. Learning Through Play

10. Meaningful Student Voice & Choice

11. Learning Badges

12. Relationship-Building & Team-Building

13. Self-Directed Learning

14. Choice Boards

15. Bloom's Twist

16. Debate, 4-Corners, and Agree/Disagree

17. Sync Teaching

18. Double-Entry Journal/Essay Writing

19. Analogies, Metaphors, And Visual Representations

20. Reciprocal Teaching

21. Mock Trial

22. The Hot Seat/Role-Play

23. Student Data Inventories

24. Mastery Learning

25. Goal-Setting & Learning Contracts

26. Game-Based Learning

27. RAFT Assignments

28. Grouping

29. Socratic Seminar

30. Problem-Based Learning/Place-Based Education

31. Learning Blends

32. Write-Around

33. Genius Hour

34. Rubrics

35. QFT Seminar

36. Learning Menus

37. Cubing

38. Layering

39. Jigsaws

40. Graphic Organizers

41. Learning Through Workstations

42. Concept Attainment

43. Flipped Classroom

44. Mentoring

45. Planning Through Learning Taxonomies

46. Assessment Design & Backwards Planning

47. Student Interest & Inventory Data

48. Learning Feedback

49. Mini-Lessons

50. Class Rules

teachthought

<https://www.teachthought.com/pedagogy/strategies-differentiated/>

Signature: Dr. Francie Spigelmyer, PA Cyber CAO

# 2021-2022 Induction Lesson Reflection Report – Inductee Views Mentor’s Lesson

**\*\*Please submit by the end of the month to the CHIEF ACADEMIC OFFICER\*\***

Inductee     Kayla Loughran     Mentor     Katie McGuire      
Month:     September    

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Were students actively engaged and/or involved in learning? Explain.</p> <p>Student were actively engaged due to the checking for understanding questions built into the lesson. She highly encouraged responses and reiterated responses when they came in. Positively reinforcing behavior, she wanted to see, encouraging students to do the same.</p>                                                                                                                   | <p>4. Was the “Closure “effective? Explain.</p> <p>Her closure, I believe, was effective because I summarized the entire lesson into a closure question. This gages for student understanding and allow questions to be asked. This also allows for teacher reflection to adapt for the next class and for a reteaching at the beginning if needed.</p>                                                            |
| <p>2. Were questioning techniques effective? (Fluency, probing, higher order, divergent-open ended) Explain.</p> <p>I think the open-ended responses were effective because she prefaced the questions with real life experiences that got the students thinking of empathy. Leading the students to empathetic responses of what they thought people would be feeling during a real occurrence in history. Directly relating to an emotional response, relating to students.</p> | <p>5. <b>FOR INDUCTEE:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>I have learned how to better utilize the pre class time more productively. Taking advantage of all time I have with he students but having that balance of not overwhelming them and being aware not all students will be in class early and will arrive just on time.</p>                  |
| <p>3. Was use of time efficient? (pre class time, start class on time, smooth transition, content covered, pacing, controlled interruptions) Explain.</p> <p>I believe she was an excellent example of time control. This is because she acknowledged student questions and “interruptions”, addressed them smoothly, and continued with the lesson. She started and finished in the allotted time and covered all intended content.</p>                                          | <p>6. <b>FOR MENTOR:</b> What did you learn from this experience that will help you with your future lessons?</p> <p><b>I love this lesson because students love to hear experiences from a teacher. I had just visited the memorial the day before; therefore I had so many exciting details to share that students engaged in. The lesson promotes emotions and empathy which is important for students.</b></p> |

**Inductee Signature:**

*Kayla King*

**Mentor Signature:**

*R. W. King*

## *CAO Comments for Mentee/Mentor Induction*

### *Induction Lesson Reflection Report-SEPTEMBER 2022 for SY 22/23*

*Mentee-Kayla Loughran Mentor-Katie McGuire*

#### *CAO Comments: INDUCTEE VIEWS MENTOR*

**QUESTION TO PONDER:** *What is the first thing you look for once a lesson begins?*

#### *Domain 3: Instruction 3c: Engaging Students in Learning*

As you considered student engagement, you stated, "She highly encouraged responses and reiterated responses when they come in." This sounds like a great strategy, especially you reference to encouragement.

So, to take this further, "How do we define student engagement?"

- Do we know it when we see it?
- Is it only extrinsic?
- Is it always tied to verbal participation?
- Can it be passive and still be engagement?

*Consider the following:*

***Engaging Students in Learning***-One of the most critical areas to consider, engaging students is a challenge in any environment. The big question I ask all the time is, "How do we know students are engaged?" Again, as a teacher detective, what is the evidence? So, what are some examples:

- Virtual Gallery Walk-Plan this out-It works!*
- Think-Pair-Share using BOR's*
- Spider Web Discussion-SEE BELOW-I've shared this with several teachers.*

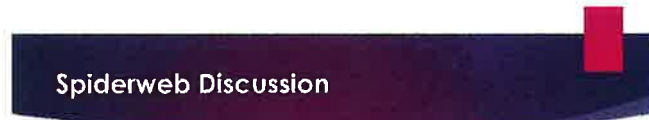


## CAO Comments for Mentee/Mentor Induction

Also, take a look at this website if you have not already:

<https://www.precisepedagogy.com/post/spider-web-discussion>

This includes ideas for reading/writing and social studies!



**Spiderweb Discussion**

- ▶ **S** = Synergetic = Collaborative, group effort with a single group grade
- ▶ **P** = Process = Must be practiced and honed
- ▶ **I** = Independent = You work independently, I watch and give feedback
- ▶ **D** = Developed = A developed, sustained discussion that aims to get somewhere
- ▶ **E** = Exploration = Exploration of ideas, texts or questions through discussion
- ▶ **R** = Rubric = Clear, Specific Rubric against which you can self assess

| Intended Benefits                                                                                     | Unintended Benefits                                                                                       |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Deepening group problem solving and collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Better assessment data for each student</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Increased and more balanced participation</li> </ul>         | <ul style="list-style-type: none"> <li>• Improvement in homework completion</li> </ul>                    |
| <ul style="list-style-type: none"> <li>• Improved communication and social skills</li> </ul>          | <ul style="list-style-type: none"> <li>• A more ethical and safe classroom culture/environment</li> </ul> |
| <ul style="list-style-type: none"> <li>• Improved self-esteem</li> </ul>                              | <ul style="list-style-type: none"> <li>• Greater student autonomy</li> </ul>                              |
|                                                                                                       | <ul style="list-style-type: none"> <li>• Opportunities for greater equity</li> </ul>                      |

Other engagement ideas:

- **EDpuzzle**-interactive video lessons-you may already be familiar with this tool.
- **Real-life connections**-“All knowledge is relational.” Use a student’s experience (volunteer) and apply to the topic of the day.
- **Before, During, After (BDA)**-Technique-Pique curiosity (BEFORE)—Wait time for active thinking—Probing questions and prompts to assist students to expand and refine initial responses (AFTER)—(Silver, Goodwin, Kreisman, Perini)
- **Storytelling**-One of the best ways to teach social studies is to tell a story as a “hook” since biographies, especially in history/civics capture attention and allow for visuals.
- **Student Storytelling**-Provide a series of pictures and have students tell the story about a content topic:

**Example:** The Three Branches (Reveal Later in the Lesson)-This could be used as a Prior Knowledge Check too etc. It can also serve as the “framework” for the entire content area for reinforcement. For example, “Remember Caden’s story about the judicial branch...” etc.

## CAO Comments for Mentee/Mentor Induction



- **Mock Trial**-This is one of the most successful engagement strategies I integrated in my high school social studies classes. Click the link below for ideas.

<https://www.lessonplanet.com/free-resources/guilty-or-innocent-free-mock-trial-lesson-plan-for-4th-5th-and-6th-grade-ddd4b141e900a1d2>

### **DOMAIN 3: 3b-Using Questioning and Discussion Techniques**

Questioning: It is an art and a science and with more and more practice and study it is and can be the most important tool in the teacher toolbox! (Refer to your needs assessment from September too!)

- As you consider questioning, give students a chance to create a series of questions from the content delivered. It requires students to take the lead.
- Another technique I utilized that proved useful was providing answers to questions and then have students create the question from the answer. This is great with in class content and test prep.

I also like these prompts-since they are adaptable (grades and ages) across different experiences too! (weebly.com)



## Open-ended Question Stems

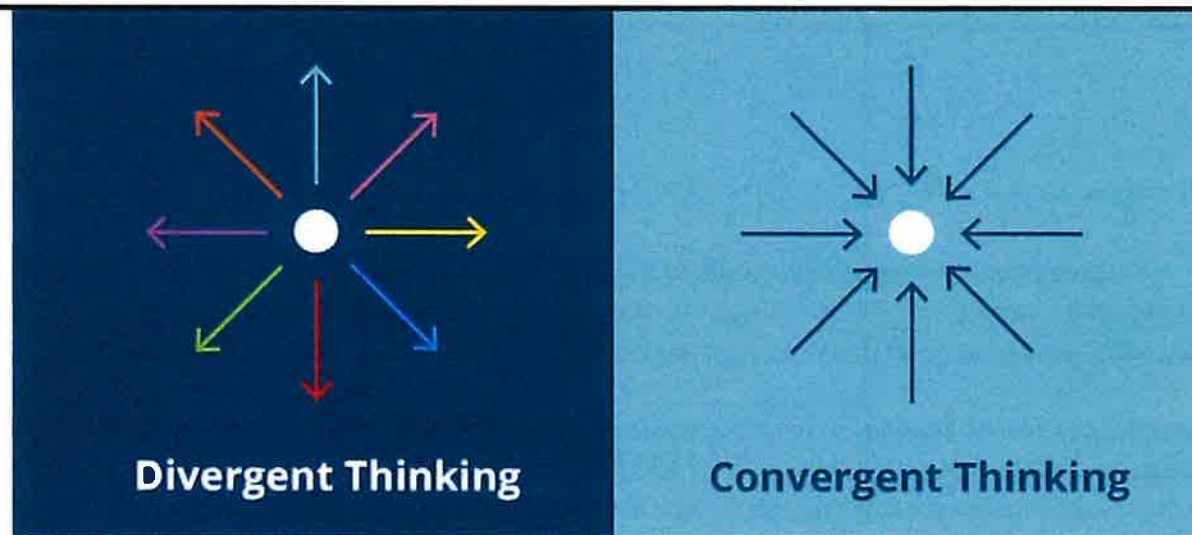
- Tell me about...
- How do you know that...?
- Can you tell me more about why...
- What do you think...?
- Show me how you...
- I wonder why...
- How did you...
- Why did you...
- How do you know?
- What did you do first?
- What can you tell me about...
- Can you think of another way...
- What do you think?
- What do you think would happen if...
- What could you do instead?
- How did you do that?
- What does it remind you of?
- What can you do next time?
- Tell me what happened.
- What do you call the things you're using? How are you going to do that?
- Is there anything else you could use?
- What is it made of?
- What do you think will happen next?
- What could be added?
- What else can this be used for?
- What else is like this?
- How can you do it faster?



Graphic by Clara O'Neil  
claraoneil.wednet.edu

\*Also, open-ended, or “divergent” questioning, in your content area is essential to the learning process since the subject naturally creates a variety of thinking and opinions.

## CAO Comments for Mentee/Mentor Induction



<https://www.linkedin.com/pulse/divergent-thinking-vs-convergent-utilized-meetings-kyoko-uchida>

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**Be sure to balance the kinds of questions you ask: (Sources: Christensen, 1991; Jacobson, 1981; Rosmarin, 1987 )**

**PDF ATTACHED TO EMAIL FOR THIS LIST:**

- *Exploratory questions*
- *Challenge questions*
- *Relational questions*
- *Diagnostic questions*
- *Action questions*
- *Cause and effect questions*
- *Extension questions*
- *Hypothetical questions*
- *Priority questions*
- *Summary questions*
- *ETC.*

## CAO Comments for Mentee/Mentor Induction

### DOMAIN 3: INSTRUCTION and DOMAIN 2: Managing Classroom Procedures

#### 3c Engaging Students in Learning (Structure and Pacing)

Think about being more specific—What did Katie do to address the interruptions smoothly? This is an important aspect for time and pacing.

Time to Teach and Time to Learn-Pacing is essential and I've I stated many times the focus moves from

**ALLOCATED TIME + ENGAGED TIME (aka instructional time) = ACADEMIC LEARNING TIME**

FROM ASCD-CRAIG SIMMONS- June 1, 2020

<https://www.ascd.org/el/articles/pacing-lessons-for-optimal-learning>

I liked this article!

Here is a section of the discussion:

*What exactly is pacing? Feeney, Hibbard, and Ylvisaker (2006) define pacing as "the rate at which instructional activities occur or at which specific 'learning trials' are presented to the student." Perception is part of pacing: The teacher-development group Impact Teachers (2016) describes pacing as "the skill of creating a perception that a class is moving at just the right speed for the students."*

*There's a correlation between effective pacing and student engagement, so it's crucial to consider the speed at which you move through a lesson and the rate of delivery for different parts of the lesson. When pacing is too slow, students often become bored and disengaged. When it's too fast, some may not grasp what's being taught and get lost—or discouraged.*

Lesson Closure: Why is it important?



## CAO Comments for Mentee/Mentor Induction

### Consider this:

#### What is closure?

- Keeps the big picture in view, either by relating the objective to other fields or topics, or by raising a related question to ponder in anticipation of the next lesson
- Ensures that the objectives are met and applied, as students reapply or label the lesson for themselves



#### What closure is NOT

- Closure is **NOT** a **summary** or **recapitulation of the lesson!**

If a summary is necessary, at the very least, let students do it.




<https://mobile.twitter.com/edutopia/status/843067688897433600>


### **Closure Ideas:**


I've used several of these and they can be adapted to virtual! <https://www.teachstarter.com/us/blog/8-fun-effective-lesson-closures-us/>



Closure is important and essential to teaching and learning. The variety of closure methods and strategies are widening as the study of a "lesson" and its impact continues to be evaluated.



**BRAIN  BLAST**


# CLOSURE ACTIVITIES



**1 PARENT HOTLINE**  
Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner. 


**2 SNOWSTORM**  
 Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.


**3 I WONDER**  
Near the end of class, ask students to write a question he or she still wonders about on a card. Everyone places cards into a basket. Individuals take cards. In groups, they try to address all the questions. If a group can't answer the question, ask the instructor.  


**4 HIDDEN EXIT SLIPS**  
 Place post-it notes under the desks of the students before they enter class. At the end of class, have an Oprah moment and direct students to answer an exit ticket question. 


**5 3-2-1 FEEDBACK**  
"Students record three things they learned in the lesson, two fun facts, and one question they still have." (Source: Teach Starter) 

**6 THE ONE THING**  
 A "When someone asks me what I did in class today, I can say..." (Source: Sharp School) 

**7 WRITE HEADLINES**  
"Pair your students off and tell them to imagine they were writing 'headlines' that summarize what they learned." (Source: Teach Starter) 

**8 PICK A CARD**  
 Students write a question about the day's lesson on an index card. Shuffle and then redistribute them. Each student reads their question and chooses another learner to answer.

**9 WHY DOES IT MATTER?**  
Have students answer this prompt: What takeaways from the lesson will be important to know three years from now? Why? 

**10 TEST QUESTION**  
 Ask students to write one potential quiz question—and answer—from today's lesson.

**TODD FINLEY**

<https://twitter.com/TCEA/status/1579638929669918721>

Signature: Dr. Francie Spigelmyer, CAO

Addendum 3: Needs Assessment for Inductees - Teachers

Aug.

**Needs Assessment for Teacher Inductees**

**Inductee: Nicole Snyder Mentor: Katelyn Grinnik Date: 8/25**

The components of the Framework for Teaching are listed below. Please **circle at least two components** for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

**Domain 1: Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

**Domain 2: Classroom Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behaviors
- 2e: Organizing Physical Space

**Domain 3: Instruction**

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4f: Showing Professionalism

**Domain 4: Professional Responsibilities**

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records Techniques
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing & Developing Professionally

Please list additional instructional or orientation needs that you might have below.

Inductee Signature: Nicole Snyder



# *CAO Comments for Mentee/Mentor Induction*

MENTEE-Nicole Snyder MENTOR-Katelyn Grinnik

## Needs Assessment Ongoing

### CAO Comments

#### **QUESTION TO PONDER:** As you look at your needs assessment, how will you gauge growth?

One of my favorite tasks for the induction submissions is reviewing the NEEDS ASSESSMENT selections. It serves as a window into the mentee's thoughts, concerns, and priorities. As I consider your selections, I need to look at the document with a different lens. Every student comes with unique needs and backgrounds, however, when thinking about ELD students, it adds so many dimensions, which you certainly know. That's why I found your choices for the needs assessment not only relevant to what you need to do, but also essential.

### DOMAIN 1-Planning and Preparation

**1c: Setting Instructional Outcomes**-As you consider learner diversity in ELD, it can be overwhelming since you are trying to weave culturally responsive teaching with language learning and content learning at the same time. A key focus is linked to the interaction patterns and the implication for teachers. How do you set outcomes in a multi-faceted environment? It is an attempt to focus on proactive strategies linked to learner needs. The grade level standards can be the framework as you set outcomes, however, the diverse learners may at any time be on many distinct levels. Thus, the action plan needs a tremendous amount of language scaffolds by domain and proficiency and, of course, no "one-size" fits all. Outcomes, as you know, are based on different English proficiencies, thus sentences in "emerging" proficiency are different from "expanding," etc. One of the key areas to consider with these outcomes is to make the learning relevant and meaningful to students' backgrounds and experiences.

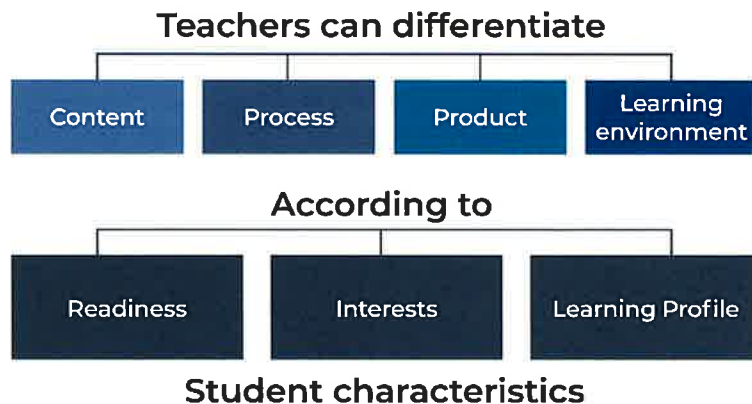
Note: My experience with ELD students is varied and unique for the time period (1980's). During my high school teaching I had an inclusive class that included new students from Vietnam who were in the "early" emerging phase. I struggled and they struggled— since, at the time, the resources were not fully developed. We made it through the school year and they ended up in my class (different subject area) the following year as well. I was more prepared and they were too since they took ELL classes over the summer months. I also had a similar experience in New York. I would like to get your perspective on these experiences and how different they would be in today's classroom! 😊

Other ideas:

<https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/>

## CAO Comments for Mentee/Mentor Induction

**1e: Designing Coherent Instruction**-Coherent instruction begins with differentiation and the key elements that would apply to ELD. As students gain comfort levels in the classroom within quality curriculum, appropriate assessments, and varied instruction then the framework follows:



- **Content** — the information and skills that students need to learn
  - **Process** — how students make sense of the content being taught
  - **Product** — how students demonstrate what they have learned
  - **Affect** — the feelings and attitudes that affect students' learning
- 
- **Readiness** — students' preparation for learning specific information or skills
  - **Interest** — what appeals to students and thus motivates them to learn
  - **Learning Profile** — how students approach the task of learning

<https://www.colorincolorado.org/article/differentiated-instruction-english-language-learners>

## ***CAO Comments for Mentee/Mentor Induction***

**Coherent instruction** by definition is essential for ELD students, so it is no surprise you identified this.

As you consider the varied types of instruction you will need to employ, keep the components of coherence/clarity in mind.

- State lesson objectives
- Provide advance organizers-VOCABULARY KNOWLEDGE based
- Check for prior learning and for ELD-proficiency levels and scaffolds
- Give directives succinctly and slowly
- Know student performance levels and teach slightly above as often as possible
- Use as many examples as possible, illustrations, images, and demonstrations that relate to ELD students' culture and experiences
- Provide review and summary

(Adapted from the work of Borich-Observation Skills for Effective Teaching, 2003)

### **Domain 2: Classroom Environment**

**2d: Managing Student Behaviors**-Students communicate through their behavior and I've observed ELD students in the classroom environment and have recognized a common theme-FRUSTRATION. I witnessed it with my Vietnamese students and my Native American students. It is not surprising. Think about young toddlers who cannot express verbally what they need so they find other ways to communicate. Haim Ginott who wrote *TEACHER and CHILD* and was an exemplary educator provided a great adage. *"Teachers are the weather makers in the classroom, with the teacher's response to every classroom situation being the determining factor in where a child is inspired or tortured, humanized or dehumanized, hurt or healed."* So, managing student behaviors of frustration (understandable), disappointment, and even helplessness can create an enormous hurdle not to mention managing in the virtual world. Thus, create a classroom (even with a small number of students) of expectations and communicate instructional routines, establish incentives and consequences, and maintain consistency.

### **2e: Organizing Physical Space**

This can be a challenge whether it is our own space, which sets the stage for lesson delivery or working in a virtual environment like JIGSAW. No matter how you are instructing, organize yourself first! Color-codes for you and for your students can assist in separating academic content and language learning content.

# CAO Comments for Mentee/Mentor Induction

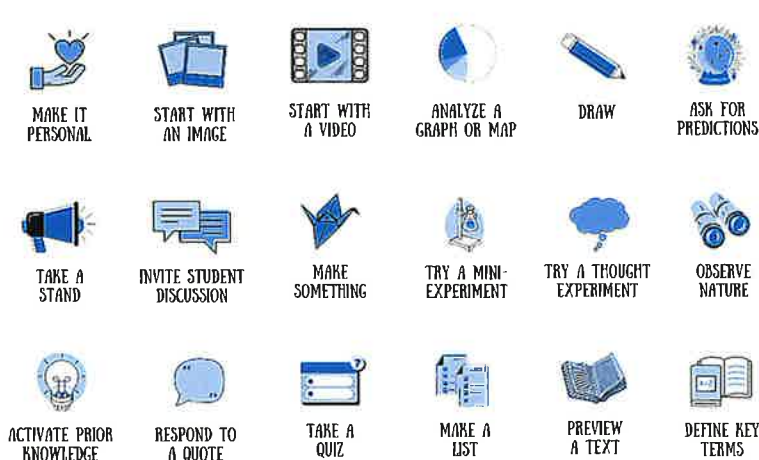
## Domain 3: Instruction

### 3c: Engaging Students in Learning

Student engagement sets the stage for meaningful learning. The main issue with ELD students and engagement is comfort levels. Learning in collaboration creates a bond and allows for active participation. I am sure you know many of these strategies, but here is a review.

<https://owlcation.com/academia/5-Easy-Strategies-to-Help-English-Language-Learners-Succeed-in-Your-Classroom>

Other ways to engage:



<https://www.nytimes.com/2021/11/08/learning/lesson-plans/18-warm-up-activities-to-engage-students-before-they-read-nonfiction-text.html>

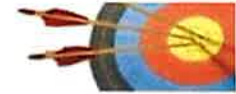
**3d: Using Assessment in Instruction**-Of course, the key question to ask-*What is the purpose of the assessment?* A variety of assessments create opportunities for students. Also, test-taking skills can be difficult with non ELD students-so your work is challenging with this context for assessment. The work you do in progress monitoring using aligned assessments and student work as data points enables you to make informed decisions and measure student growth. Also, there are all types of formative assessments that can create a continuum to keep students active and interested. See some ideas for your review below:

# CAO Comments for Mentee/Mentor Induction

## Sample List of Duo Response Card Possibilities

- I know!
- I understand!
- Agree
- True
- Fact
- Got it!
- Advantage
- I've got it!
- I like this!
- My mind is working!
- I understand!
- I feel great about this!
- I don't know!
- I don't understand!
- Disagree
- False
- Opinion
- No Clue
- Disadvantage
- I don't have a clue!
- I do not like this!
- My mind shut down!
- I am lost!
- This is not working for me!

## Quick and Easy



## Formative Assessments

Assessments FOR learning happens while learning is still underway.

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hand Signals</b>                                                   | Ask students to display a designated hand signal to indicate their understand of a specific concept, principal or process. Thumbs Up or Thumbs down, 5 Fingers 1-5 scale                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Index Card</b>                                                     | Distribute index cards and ask students to write on both sides, with these instructions. Side 1: Based on our study of _____ list a big idea that you understand. Side 2 Identify something about _____ that you do not yet fully understand.                                                                                                                                                                                                                                                                                                                                           |
| <b>One Minute Essay</b>                                               | A one-minute essay question is a focused question with a specific goal that can, in fact, be answered within a minute or two.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Analogy Prompt</b>                                                 | Present students with an analogy prompt: A designated concept, principal or process is like _____ because _____ Analogies are a great way to assess what your student know in a fun way.                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Concept Map</b>                                                    | Any of several forms of graphical organizers with allow learns to perceive relationships between concepts through diagramming key words representing those concepts. <a href="http://www.graphic.org/concept.html">Http://www.graphic.org/concept.html</a>                                                                                                                                                                                                                                                                                                                              |
| <b>"Brain Dumps"</b><br><b>3 minute Pause Or Turn to your partner</b> | The 3-minute pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> <li>• I changed my attitude about....</li> <li>• I became more aware of .....</li> <li>• I was surprised about .....</li> <li>• I felt.....</li> <li>• I related to.....</li> <li>• I empathized with.....</li> <li>• This reminds me of .....</li> <li>• (Text to text, text to world, text to self)</li> <li>• I can adapt.....</li> </ul> |
| <b>Exit Card</b>                                                      | Exit Cards are written student responses to questions posed at the end of a class or learning activity or at the end of the day.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Journal Entry</b>                                                  | Students record in their journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.                                                                                                                                                                                                                                                                                                                                                           |

## ***CAO Comments for Mentee/Mentor Induction***

### **Domain 4: Professional Responsibilities**

**4b: Maintaining Accurate Records and Techniques**-Take a look at this.

<https://www.colorincolorado.org/article/creating-effective-data-reporting-system-ells>

**4c: Communicating with Families**-This is especially challenging because many times it is even harder to communicate to parents because they are fluent in their native language but cannot speak any English (my Vietnamese students' parents). The frustration levels can be really high for families as well.

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/communicating-ell-families-10-strategies>

<https://www.colorincolorado.org/article/communicating-important-information-ell-families-strategies-success>

<https://resilienteducator.com/classroom-resources/five-ways-to-engage-parents-of-ell-students/>

*Signature:*

*Dr. Francie Spigelmyer—Chief Academic Officer*



# MONTHLY TEACHER INDUCTION REPORT

*"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson*

**Inductee: Nicole Snyder Mentor: Katelyn Grinnik Month: September 2022**

**Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

*Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.*

## Domain 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

## Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behaviors
- 2e: Organizing Physical Space

## Domain 3: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

## Domain 4: Professional Responsibilities

- 4a: Reflecting on Teaching

- 4b: Maintaining Accurate Records Techniques
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing & Developing Professionally
- 4f: Showing Professionalism

## Reflection:

Due to the unique nature of my position, I wanted to get Kate's perspective on how I should be approaching *setting instructional outcomes*. We discussed how the setting of these outcomes would be extremely fluid and sometimes spontaneous. We discussed specific students and cases and how this would look in a real situation.

We also discussed *knowledge of resources*. Kate has in-depth knowledge of this category. This was extremely relevant and beneficial. She showed me several excellent resources to use for my students.

Because I was Kate's long-term sub. last year, she knows me well, and she was aware that two areas in which I could grow are *organizing physical space* and *maintaining accurate records techniques*. I would very much like to become more organized. I try to work too quickly and enthusiastically, and I don't always take time to organize. This leads to wasted time and frustration. It seems like such a simple thing. I am ready to grow in this area. Kate told me to start with creating a folder for this school year, and a folder for each student. Additionally, I need to take more care in consistently documenting all student and parent interactions.

We had a very inspiring conversation on *engaging students in learning*. We discussed the challenges in engaging our particular group of students, English Learners. We brainstormed ideas about how to increase attendance and engagement in general. Ideas included the following: sending t shirts as prizes or motivators; mailing out certificates, rewards, or notes of praise; arranging an actual in-person fun activity after ACCESS testing; and creating a fun, relaxed, social, recurring ELD meeting for students. The ELD meeting would be a way for them to make friends and practice English in a positive, relaxed environment. I mentioned this one already to my supervisor. I hope it works out!

**Action(s) Planned: I will take time over the next couple of weeks to explore the amazing resources that Kate told me about. I will create my folders for each student today and tomorrow. I will begin keeping better records beginning today.**

Mentor Signature: \_\_\_\_\_



Inductee Signature: \_\_\_\_\_



**\*PLEASE SUBMIT TO THE CHIEF ACADEMIC OFFICER AT THE END OF EACH MONTH\***

# CAO Comments for Mentee/Mentor Induction

MENTEE-Nicole Snyder MENTOR-Katelyn Grinnik

## MONTHLY INDUCTION REPORT-September 2022

### **QUESTION TO PONDER:?** How do you build reflective practices?

Domain 1: Planning and Preparation

**1c Setting Instructional Outcomes:** While setting outcomes is a challenge in general, for ESL, as you know, the way outcomes are set varies on student skill level along with several other issues including technology, which is even more problematic in a virtual environment as you integrate pedagogy virtually. However, do not focus on what can't be done, but what CAN be done. While the skill level and the differentiation by student is complicated, one of the key focal points is nurturing CONFIDENCE as part of a comprehensive approach. Frustration levels can hamper any student and especially for ELL. Part of confidence building is linked to correction strategies and for students who are anxious. As I've seen in the work of your team, the use of visuals is a must and can assist in not only setting the outcomes, but also reaching the outcomes along with the decrease in ELL anxiety.

*ELL VISUALS include support for:*

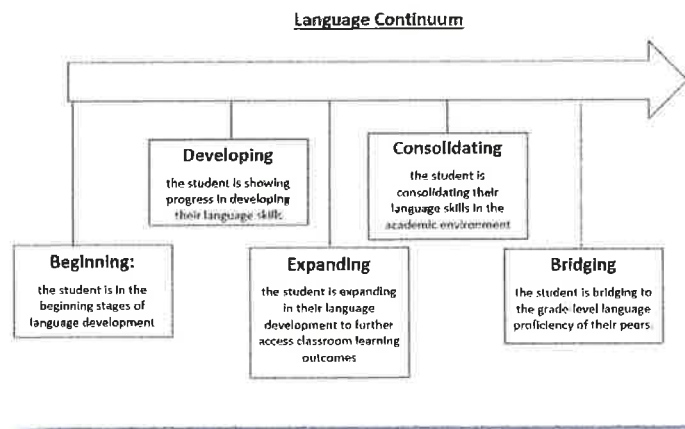
- *Decoding-seeing the patterns*
- *Comprehending-viewing main ideas through pictures*
- *Relating-sharing vocabulary visuals as word walls -in the background for reference*

Also, as you know, the variations require differentiation and in turn, the assessments you include. One of the key things for any type of learning need for ELL and other types of need can be viewed through the benefits of grouping including whole-class or group instruction (not singling out students). Although, as you know, there are times that students need to be grouped for same skill concerns or students can be mixed grouped depending on the ELL need. Evidenced based strategies in an RtI prevention MTSS, which PA Cyber is now embracing formally may have an impact long term. It is truly a work in progress and certainly something you and your team have been working on in your own way for a long time.



## CAO Comments for Mentee/Mentor Induction

**1d Demonstrating Knowledge of Resources:** When I think about resources specifically for ELL, one of the biggest concerns for you as an expert is the level of language proficiency. I found this to be the most challenging for me when ELL's were in my class because I had to discern the variations not only for the language gaps, but also for the learning task. For example, if the task was speaking, listening, reading, writing or a combination, I had to navigate the need and I only had "3" ELL students in my first run. This was my biggest challenge and I needed support and I needed to learn how to navigate the continuum of proficiency. An ELL teacher provided great support in my PD in the realm of the five levels of proficiency and shared so many resources. While some are now outdated, the resources and the research has grown exponentially.



The continuum to the left was part of my PD and proved to be helpful. So, when I think of resources I considered each level and where the student landed on the continuum. Of course, the research has come so far and includes far more depth, including not only academic language proficiency, but also social language proficiency.

Gottlieb: K-12 Standards for ELL (WIDA Consortium-2004)

So, the big ? continues to be resource-based to assist ELL students. One of my colleagues suggested this website.

<https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756>

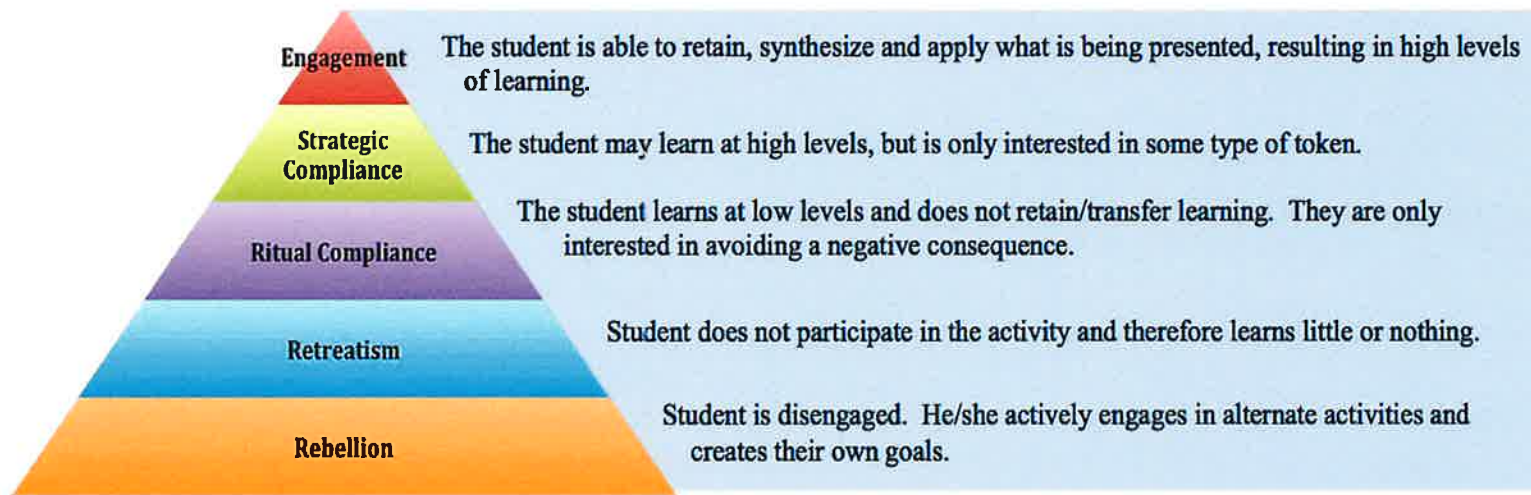
This site does have some of the current supports you already employ, but there may be something else you can review utilizing your expertise. She liked **BITS**, which is in the resources-a collection of recorded books, novellas, short stories, speeches, and songs with read-along text.

### Domain 3

**3c Engaging Students in Learning:** You and Katelyn are speaking my language-engagement is the linchpin of learning! You and Katelyn have far more expertise in this area for ELL and I am sure it is an enormous challenge on all levels. However, I do believe it

## CAO Comments for Mentee/Mentor Induction

begins with motivation, the motivation not only to embrace a new language, but also to find the motivation to endure the commitment and the time needed to succeed. According to Russell in the *Schooling Issues Digest*, "Motivation is about energy and direction, the reasons for behavior, why we do what we do; engagement describes energy in action, the connection between person and activity" (Russell et al., 2005, p.1). Looking at this perspective, the two are intertwined for ELL students since they have to invest emotionally and academically in the task of language learning. Thus, part of engagement needs to be the "why" of learning and the "pep" talks of moving forward! It is aligned with the teaching and with the learning. I look forward to exploring you and Katelyn's thoughts on this as we continue to develop the MTSS. I often refer to Philip Schlechty's work on levels of engagement. Consider the chart below and think about it in the context of the ELL student:



<https://theprincipalspov.com/2014/10/02/the-nature-of-student-engagement/>

Seeing the bigger picture here with ELL, it is a journey of persistence, which contributes to self-efficacy. This is an essential component for all students as they see a link between their effort and the results. Repeated failures change the dynamic altogether. There is one thing I discuss quite often with teachers and that is communicating the "point" of it all (the "why" again). Communicate with passion why you do what you do and ask them why they do what they do...and ask about what they are passionate about...and make connections!

*Dr. Francie Spigelmyer, CAO*

## 2021-2022 Induction Lesson Reflection Report – Inductee Views Mentor’s Lesson

\*\*Please submit by the end of the month to the CHIEF ACADEMIC OFFICER\*\*

**Inductee: Nicole Snyder    Mentor: Katleyn Grinnik    Month: October**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Were students actively engaged and/or involved in learning? Explain.</p> <p>Yes! Kate has created a very positive community. She is authentic and kind; kids respond to that.</p> <p>It was clear the students were happy to be there and accustomed to giving each other positive feedback.</p> <p>She makes a personal connection with each student. The tone was positive and light throughout the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>4. Was the “Closure “effective? Explain.</p> <p>Yes, we reviewed the students’ written responses. She rephrased what they had accomplished. Then she praised their work, and let them know what they will work on during the next lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>2. Were questioning techniques effective? (Fluency, probing, higher order, divergent-open ended) Explain.</p> <p>Questioning techniques were very effective for this group of students. Effective techniques include the following:<br/>                 Explained writing prompt, rephrased, gave examples, guidance<br/>                 Restate question in answer- modeled verbally and written<br/>                 send a note- what can a service dog do?<br/>                 Guided them toward answer, rephrased for EIs.<br/>                 Praised, said responses allowed.<br/>                 Told them what type of question it is.<br/>                 Told them in advance which blank will fill in. important for els to have processing time.<br/>                 Rephrasing errors seamlessly as to not draw attention to student making error.<br/>                 What is this dog doing in picture? Visuals very helpful for els.<br/>                 Restated answers, elaborated<br/>                 Written responses on wb, oral responses, and chat responses, so students experienced responding in various ways.<br/>                 Naturally guided those who needed assistance towards the correct answer.</p> | <p>5. <b>FOR INDUCTEE:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>This observation affirmed some things I have done in the past, but it also was so helpful to see techniques I would like to begin incorporating. These include the following:<br/>                 Consistent use of the pointer to make sure students are focused<br/>                 Natural speaking (I think I sound forced).<br/>                 It is so helpful just to get the flow and rhythm for this age group. I wanted to see how long is appropriate to spend on each activity. This was great!<br/>                 Kate’s pacing was good; I think I move too quickly through a lesson.<br/>                 Dividing up reading in advance, and labeled by students’ names</p> |
| <p>3. Was use of time efficient? (pre class time, start class on time, smooth transition, content covered, pacing, controlled interruptions) Explain.</p> <p>The use of time was very efficient. She did not waste time. Techniques include the following:<br/>                 Divided up reading, labeled sections per student in advance<br/>                 every activity given appropriate amount of time.<br/>                 Good flow, green checks after students completed group activity<br/>                 Reviewed vocabulary – pulling names<br/>                 Set timer</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>6. <b>FOR MENTOR:</b> What did you learn from this experience that will help you with your future lessons?</p> <p>From this experience, I learned that it is important to acknowledge every student and make sure everyone is participating in some way. It is important to allow appropriate wait time for students to respond to questions. The next time I teach a lesson like this one, I will make sure to review key vocabulary before the selection.</p>                                                                                                                                                                                                                                                                                                                                                       |

|  |  |
|--|--|
|  |  |
|--|--|

Inductee Signature:

*Theodor Jopler*

Mentor Signature:

*Katelyn Grinnik*

## CAO Comments for Mentee/Mentor Induction

### Induction Lesson Reflection Report-INDUCTEE VIEWS MENTOR

Mentee-Nicole Snyder      Mentor-Katelyn Grinnick

#### CAO Comments: INDUCTEE VIEWS MENTOR

**QUESTION TO PONDER:** How do you view the Danielson Framework?

This practice for observation is so important. We all learn from this activity!

**ESSENTIAL QUESTION: How is STUDENT ENGAGEMENT DEFINED?**

**Think about this - HOW DO WE KNOW?**

What specific evidence did you observe?

AUTHENTICITY-This is a great compliment for teachers-the ability to be authentic! See some articles.

<https://www.edutopia.org/article/being-authentic-classroom/>



Puzzle Analogy: <https://www.nhaschools.com/en/blog/Teachers-Lounge/How-to-be-Authentic-with-Your-Students>



## *CAO Comments for Mentee/Mentor Induction*

**DOMAIN3: 3b: Questioning**-One of the most important tasks in the teaching and learning environment! This is especially challenging with ELL students since proficiency varies along with uncommunicative students not responding.

BIG? – How do you transition from singular answers to open ended responses?

I attached an old resource to the email (GO Project) I used in my education courses at BC3 that was linked to the ELD discussion. I do see relevancy and I am sure you recognize the content in some form.

**A speaker came into my class and shared this years ago:**



## CAO Comments for Mentee/Mentor Induction

### A Hierarchy of Questions: From Least to Greatest Difficulty

#### **Prompts requiring a non-verbal response:**

*Show me the caterpillar. Point to the caterpillar.*

#### **Choice questions:**

*Is this a caterpillar or a butterfly?*

#### **Yes/No questions:**

*Is this a butterfly?*

*Does the butterfly have wings?*

*Can the caterpillar fly?*

#### **Basic Wh- questions:**

*What is the name of this animal?*

*Where is the caterpillar?*

*When will the caterpillar come out of the cocoon?*

#### **“Why”, “How”, and higher order thinking questions\*:**

*Why is the caterpillar eating so much?*

*What will happen if the caterpillar eats too much food?*

*How would you feel if you ate so much food?*

#### **Embedded questions\*:**

*Can you explain why the caterpillar is eating so much?*

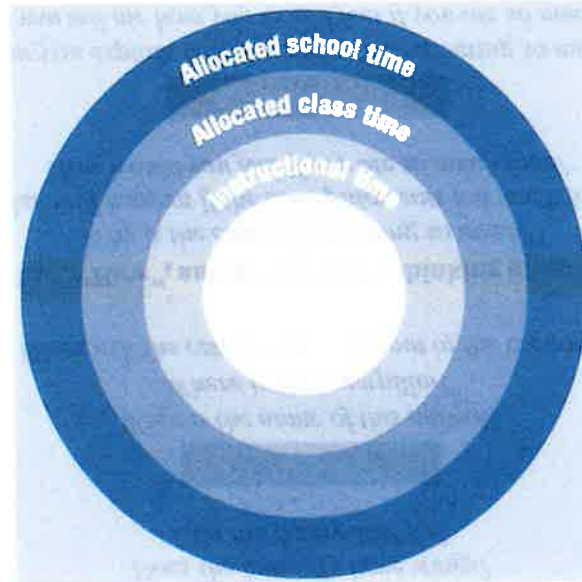
*Could you tell me how you would feel if you ate so much food?*

**\*Questions with modal verbs (e.g., *Could you...? How would you...?*) are generally more difficult than those with simple present, past, and future verbs (e.g., *Can you...? Will you...?*).**

WEBSITE: See attached to email!

## *CAO Comments for Mentee/Mentor Induction*

Please see this infographic below. I utilized this often not only from my own planning lessons, but also for my pre-service teacher group. It goes back to the **TEACHING AND LEARNING** connection. We can plan (timed) lessons to perfection, but if the learning integration (academic learning time-ALT) is not a targeted focus, we need to plan differently. It sounds like you observed significant ALT! This can be especially supportive for ELL students as you consider SUCCESS rates and decision-making! It can also assist with pacing and practice time!



<https://organizedbinder.com/the-paradox-of-time/>

*Mitch Weathers Founder and CEO*

I also attached a TIME Report from this website- **ON THE CLOCK** for your review. It is thought-provoking although published in 2007, it is interesting to see what has transpired since then.



## CAO Comments for Mentee/Mentor Induction

### Lesson Closure: Stick the Landing-Tyler Reese from ASCD

I always like to talk about closure of a lesson. This is some wisdom from ASCD!

#### PREMIUM RESOURCE-ASCD TYLER REESE

##### INSTRUCTIONAL STRATEGIES

*How a lesson ends can affect a learner's ability to organize, evaluate, and store information presented in class. Although we give emphasis to hooking students' interest at the start of instruction, the end is often hurried and overlooked. These emergency landings leave students struggling to absorb newly acquired knowledge as they rush out the door to the drone of homework reminders and announcements. Teachers tend to subconsciously undervalue closure; as a result, they don't plan for it and miss the opportunity to collect rich learner feedback.*

#### **Realize That Closure Is Important to Students**

*Students need a structured organization for the concepts they are learning. They also need to deepen their thinking by attaching context to the content through their own personal experiences. Reflective closure activities can provide this opportunity. Closure should happen not only after the lesson, but also at various points during the lesson.*

#### **Remove Hindrances**

*Much ado is given to bell work and dynamic ways to present the learning objectives for the day's lesson. Teachers must also manage an "estimated time of arrival" in their classes and ensure that students have ample time to make a cognitive landing that will keep their newly acquired knowledge intact. Establishing a framework for these activities will ensure their effectiveness.*

- **Teach manageable portions of content.** Teaching two concepts well is better than rushing through three.
- **Set an alarm.** Having a mechanism (a timer or buzzer) that sets the end of instruction and the start of closure activities keeps you accountable and your students informed of next steps.
- **Remove everything from the students' learning area.** Putting away materials, notes, and books signals the instructional shift and removes distractions.

This is interesting too!

<https://www.thetechieteacher.net/2016/08/5-techie-ideas-for-lesson-closure.html>

## *CAO Comments for Mentee/Mentor Induction*

Be sure to do the reverse-mentor views mentee and also ask to observe another teacher as well! 😊

*I learned so much from this review-We all learn! Thanks!*

*Signature: Dr. Francie Spigelmyer, PhD*

# MONTHLY TEACHER INDUCTION REPORT

*"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson*

**Inductee: Nicole Snyder Mentor: Katelyn Grinnik Month: December**

**Please circle the component(s) that is being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

*Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.*

## Domain 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 11b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

## Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behaviors
- 2e: Organizing Physical Space

## Domain 3: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

## Domain 4: Professional Responsibilities

- 4a: Reflecting on Teaching

- 4b: Maintaining Accurate Records Techniques
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing & Developing Professionally
- 4f: Showing Professionalism

## Reflection:

We discussed my spreadsheet on which I keep my records after each session with a student. I asked about the categories of info., in particular, the one for assessing students. I already have one for their progress. I wondered if it was redundant or if I should write something for assessment, but I always leave it blank. We discussed how it is so different to assess in my role versus if I were to have my own classes. When I taught my own classes, of course I had a very clear idea of my instructional goals.

I also expressed to Kate that I am concerned that I would like for me students to be more successful. They are still failing their courses, and teachers, in general, are not meeting their needs and doing the recommended modifications. If teachers don't modify assignments, I face a dilemma. Am I just doing enough to get through an assignment, or am I really teaching the content in an ELD-friendly way? The students just don't have time to sit through their lessons again with me. The teachers need to mindfully and consistently modify lessons and assignments to reach their EIs, as it is morally and legally the right thing to do.

My students are attempting their assignments and attempting to engage in lessons. They are learning. If that is the measure of success, then I am successful.

## Action(s) Planned:

Mentor Signature: \_\_\_\_\_



Inductee Signature: *Nicole Snyder*

# CAO Comments for Mentee/Mentor Induction

MENTEE-Nicole Snyder MENTOR-Katelyn Grinnik

## MONTHLY INDUCTION REPORT DECEMBER

**QUESTION TO PONDER:?** How do you build reflective practices?

Domain 1: Planning and Preparation

1f: Designing Student Assessments-I reviewed your dilemma with assessment. I know you pick certain data points for performance as a part of the class. Some thoughts at <https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners>

For example:

- Process/Product for Performance Assessment-Proficiency at Current Levels (this provides great data):
  - Giving descriptions
  - Reading with a partner
  - Retelling a story
  - Conversation
  - Roleplay
  
- Graphic Organizers-Scaffolding Assessments
  - Content Knowledge-Scaffolding
  - Content Knowledge vs. Language Proficiency

RESOURCE: <https://supported.com/about-supported/>

## CAO Comments for Mentee/Mentor Induction

The infographic is a hand-drawn illustration. At the top, a speech bubble contains the text "Grading & Assessing ELs". Below this, on the left, the word "REDUCING" is written in large blue letters, followed by "BIASES Language Barriers" repeated three times in red, slanted text. A stick figure character holds a magnifying glass over a clipboard with a checklist and a pencil. In the center, a cloud-shaped box is labeled "Formative Assessments" and lists: "observation", "anecdotal notes", "teacher-student conferences", "ticket out", "total response", and "signals". To the right, a scroll titled "5 STEPS TO ASSESSING ELS" lists five steps: 1. Believe in all of your students, 2. Set high expectations but provide scaffolds and supports to achieve success, 3. Make the content you teach comprehensible, 4. Formatively assess and adjust, 5. Measure and celebrate growth! The artist's handle "@valentinaesh valentina.gonzalez" is written in the middle. A dotted line runs across the bottom of the drawing area.

<https://www.middleweb.com/41421/how-we-can-fairly-assess-english-learners/>

As for teachers and their support-it is an ongoing struggle. I believe part of the problem is the language levels of proficiency and also understanding differentiated needs.

Two Resources:

<https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/>

<https://www.edutopia.org/blog/integrating-ells-general-education-classes-dorit-sasson>

In our next meeting, we need to discuss how to assist classroom teachers. WE NEED PD! Ideas welcome!

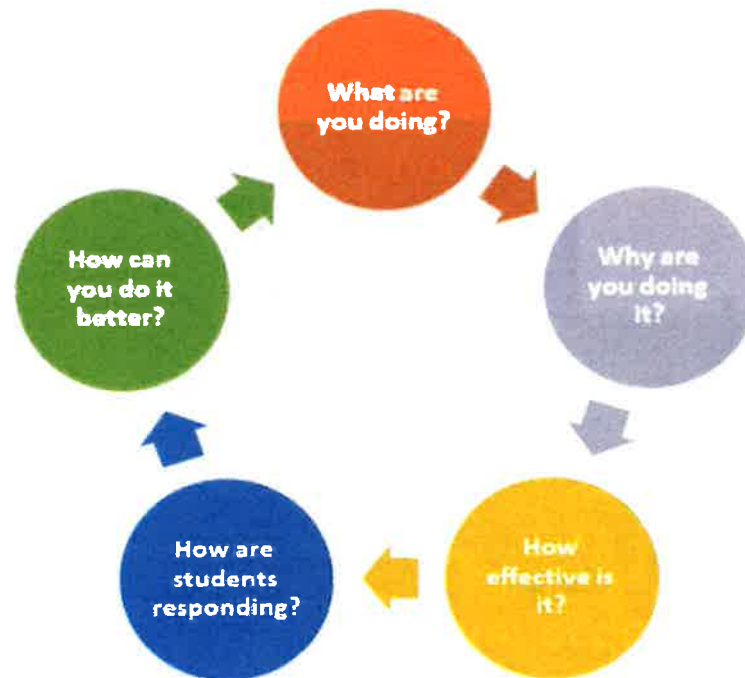
# CAO Comments for Mentee/Mentor Induction

## Domain 4: Professional Responsibilities

### 4a: Reflecting On Teaching-

Reflecting is significant when it comes to improving teaching. The teacher as a reflective practitioner self-awareness and ownership for the work and instruction set forth for the teaching/learning environment :

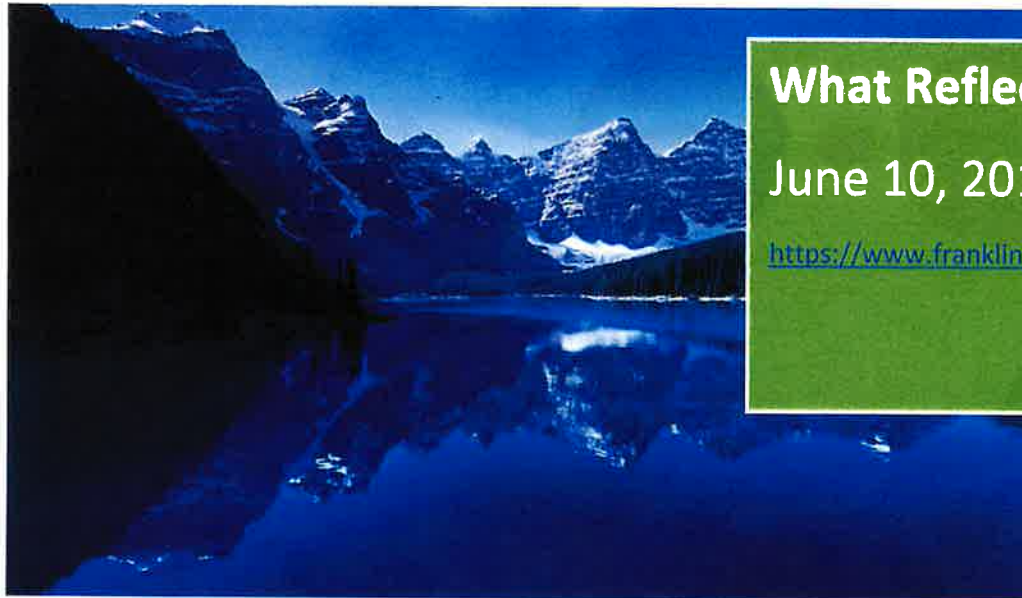
<https://umanitoba.ca/centre-advancement-teaching-learning/support/reflective-teaching>





## *CAO Comments for Mentee/Mentor Induction*

Teachers as reflective practitioners creates the best chance, in my view, to commend and improve student learning. Too many times, teachers continue to do the same thing over and over again and, of course, get the same results. This is one of several important reasons to reflect.



### **What Reflection Teaches Us**


June 10, 2017 | By Patrick Bennett

<https://www.franklin.edu/institute/blog/what-reflection-teaches-us>



*This is a great article about reflection!*

## CAO Comments for Mentee/Mentor Induction



# 10 WAYS TO BE A MORE REFLECTIVE TEACHER

1. Record yourself teaching
2. Share that video with your PLN
3. Invite colleagues to observe your class
4. Ask the students for feedback
5. Ask yourself daily, "How did it go and how do you know?"
6. Keep a minimalist blog or journal
7. Be honest with--but not critical of--yourself
8. Surround yourself with enthusiasm
9. Look for what's working
10. Diversify your metrics

<https://www.teachthought.com/pedagogy/ways-to-be-a-more-reflective-teacher/>

*Signature: Dr. Francie Spigelmyer, CAO*



# Addendum 3: Needs Assessment for Inductees - Teachers

## Needs Assessment for Teacher Inductees

This form will be completed and submitted *twice* during the Induction year: **August** (or upon start of program) and **January**

Inductee: Kim Carney Mentor: Erica Stickele Date 8/21/23

The components of the Framework for Teaching are listed below. Please circle at least two components for each of the four domains that you would like your mentor to address with you during your monthly meetings. Your mentor will keep track of the components you discussed on the Induction Discussions for Mentors Form.

| Domain 1: Planning and Preparation                                           | Domain 2: Classroom Environment                                                   |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy                          | 2a: Creating an Environment of Respect and Rapport                                |
| 1b: Demonstrating Knowledge of Students                                      | 2b: Establishing a Culture for Learning                                           |
| 1c: Setting Instructional Outcomes                                           | 2c: Managing Classroom Procedures                                                 |
| <input checked="" type="checkbox"/> 1d: Demonstrating Knowledge of Resources | 2d: Managing Student Behaviors                                                    |
| 1e: Designing Coherent Instruction                                           | 2e: Organizing Physical Space                                                     |
| 1f: Designing Student Assessments                                            |                                                                                   |
| Domain 3: Instruction                                                        | Domain 4: Professional Responsibilities                                           |
| <input checked="" type="checkbox"/> 3a: Communicating with Students          | 4a: Reflecting on Teaching                                                        |
| 3b: Using Questioning and Discussion                                         | 4b: Maintaining Accurate Records Techniques                                       |
| 3c: Engaging Students in Learning                                            | 4c: Communicating with Families                                                   |
| 3d: Using Assessment in Instruction                                          | <input checked="" type="checkbox"/> 4d: Participating in a Professional Community |
| 3e: Demonstrating Flexibility and Responsiveness                             | 4e: Growing & Developing Professionally                                           |
|                                                                              | 4f: Showing Professionalism                                                       |

Please list additional instructional or orientation needs that you might have below.

1d: Demonstrating Knowledge of Resources  
 3a: Communicating with Students - emails/phone calls  
 4d: Participating in a professional Community - guest speakers/videos

Inductee Signature: Kim M Carney

Mentor Signature: Erica Stickele

# CAO Comments for Mentee/Mentor Induction

MENTEE-Kim Carney MENTOR-Erica Stickel

## Needs Assessment Ongoing

### CAO Comments

#### **QUESTION TO PONDER: As you look at your needs assessment, how will you gauge growth?**

One of my favorite tasks for the induction submissions is reviewing the NEEDS ASSESSMENT selections. It serves as a window into the mentee's thoughts, concerns, and priorities. As I consider your selections, the areas you identified are consistent from past inductees based on your position. Each year, as I look at these categories, I assess how this position and the course is evolving. How can we utilize this work for IMPACT? We've made some progress and I know we will continue to do so. You will contribute and since you've been in the position for a while, you already have done so! Let's get you started with a focus on Domain 1 (1d). We will address the others as we move through the process.

#### **Domain 1 (1d)**

Knowledge of Resources:

I think you may agree, HSE is more complicated in the cyber world and how do we know what students are truly taking away from the learning experience. This is the key issue in my review of the course. Since it is an asynchronous course it creates a different challenge. So, think of ways you can find out or detect the impact as mentioned above. You know this course well since you started last year-that is a huge advantage. How can you enhance what's there and urge students to come to the office hour to engage in some way or provide opportunities for discussion on specific topics. One specific topic students need more background is testing including not only the purpose, but also the practice from diagnostics, benchmarks, and of course, state assessments. Reminding students that it is a snapshot of learning, but not a defining moment as a student. It is all in the approach to fostering a "growth" mindset for testing—  
WHAT CAN I LEARN FROM THIS EXPERIENCE?

And when you think of this statement in the course, it is a heavy lift to determine if the engagement in the course does this.

*This course has been designed to help you make the most out of your time here at PA Cyber. We are excited to join you on your journey to graduation and beyond.*

You can provide opportunities for other resources that can reinforce key topics for support. As you look at the time factor, you can even align this with the modules that may reveal higher time commitments than other modules, which may indicate need for more depth or discussion. For example, if a student struggles with staying on track (Unit 6), how can

## CAO Comments for Mentee/Mentor Induction

purposeful resources beyond what is in the module assist? Or, Unit 8, getting involved can provide context from research that suggests this is an important part of schooling.

Great article: <https://www.educationcorner.com/k12-extracurricular-activities.html#studentperformance>

In addition, the GROWTH MINDSEST theme schoolwide can be integrated throughout the school year via messages and support. Think of creating a growth mindset lesson and invite students into a discussion. Even if one student comes, it is worth the time.





# CAO Comments for Mentee/Mentor Induction

## Growth Mindset

VS

## Fixed Mindset

### Freedom



- Views challenges as opportunities
- Learns and grows from failures
- Focused on the process not the end result

#### SAY THIS....

- I can do hard things!
- I will ask a friend for help!
- I will learn to do this!
- I like to try new things!
- I'll try harder next time.

### Limiting



- Avoids challenges
- Can't accept failures or mistakes
- Focused on proving themselves
- Threatened by others success

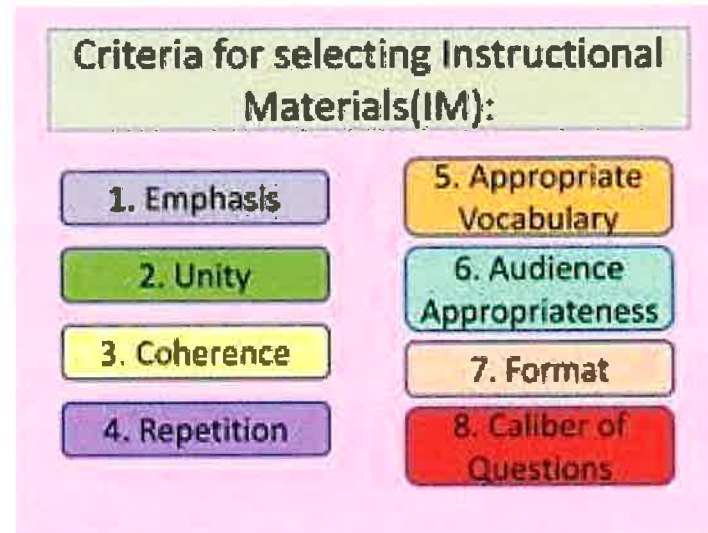
#### NOT THIS....

- I give up!
- I'm not good at math.
- I will never be that smart.
- I stick to what I know.
- I'm afraid of making a mistake.

[www.growyourmindset.co.uk](http://www.growyourmindset.co.uk) (GREAT WEBSITE!)

## ***CAO Comments for Mentee/Mentor Induction***

\*Resources for classroom use, resources to extend content knowledge and pedagogy, and resources for students-another important component in the teaching and learning environment. I can remember a time when resources were not as readily available, especially free resources. Now the options are almost endless, which is a gift and a curse in a way since the most valuable aspect of teaching is TIME, and it seems scarcer in this dynamic world of education. So, how do teachers “filter” the resources to maximize the time needed—this is a dilemma. So here is an example in selection.



<https://www.slideshare.net/jhackwarren/criteria-for-selecting-instructional-materials>

Think about HSE L63 and social emotional learning which also ties into mindset and utilize the criteria-Examples to begin:

Emphasis- RESOURCE <https://www.dyknow.com/blog/10-social-emotional-learning-resources-for-educators/> or this one

## CAO Comments for Mentee/Mentor Induction

RESOURCE: <https://transformingeducation.org/resources/sel-for-educators-toolkit/>



Signature:

*Dr. Francie Spigelmyer-Chief Academic Officer*

# Addendum 8: Monthly Induction Report - Teacher

## Monthly Teacher Induction Report

"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson

Inductee: Kim Carney Mentor: Erica Stickel Month: September

Please circle the component(s) being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

| Domain 1: Planning and Preparation                  | Domain 2: Classroom Environment                    | Domain 3: Instruction                            | Domain 4: Professional Responsibilities              |
|-----------------------------------------------------|----------------------------------------------------|--------------------------------------------------|------------------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | 2a: Creating an Environment of Respect and Rapport | <b>3a:</b> Communicating with Students           | 4a: Reflecting on Teaching                           |
| 1b: Demonstrating Knowledge of Students             | 2b: Establishing a Culture for Learning            | 3b: Using Questioning and Discussion             | 4b: Maintaining Accurate Records Techniques          |
| 1c: Setting Instructional Outcomes                  | 2c: Managing Classroom Procedures                  | 3c: Engaging Students in Learning                | 4c: Communicating with Families                      |
| <b>1d:</b> Demonstrating Knowledge of Resources     | 2d: Managing Student Behaviors                     | 3d: Using Assessment in Instruction              | <b>4d:</b> Participating in a Professional Community |
| 1e: Designing Coherent Instruction                  | 2e: Organizing Physical Space                      | 3e: Demonstrating Flexibility and Responsiveness | 4e: Growing & Developing Professionally              |
| 1f: Designing Student Assessments                   |                                                    |                                                  | 4f: Showing Professionalism                          |

### Reflection:

During our meeting we discussed upcoming professional events, my introductory office hour that was held on 9/21/23, and some resources that I can use for future "special topic" office hours. We discussed that I had recently shared the Warrendale Regional Office's college and career fair flier with the High School College and Career teachers and volunteered to help with the event. I also shared the flier with all my classes to encourage those who live near the office to attend the event. My introductory office hour was a casual, voluntary time for students to get to know me and each other. I had 3 students attend and participate. Erica and I discussed adding additional time to see if I can get more students to attend. We also discussed some resources that I can use during those times.

### Action(s) Planned:

I will be volunteering to help with the College and Trade Fair in the Warrendale office on 10/2/23. (Domain 4d)

I will host a "Time Management" office hour on 10/26/23 during my regular time and will add a 3-3:30 option. I will communicate the time and expectations (informal and voluntary meeting) to students via my monthly email as well as a reminder email a few days prior. (Domain 3a)

Resources that I plan to use during the Time Management office hour are the PA Cyber Student Planner and a Time Management Tips link from the College Board. I will also review the tips given in the High School Essentials Class. (Domain 1d)

Mentor Signature: Erica Stickel

Inductee Signature: Kimberly M. Carney

# *CAO Comments for Mentee/Mentor Induction*

*MENTEE*-Kim Carney *MENTOR*-Erica Stickel

## *MONTHLY INDUCTION REPORT-September 23-24 SY*

**QUESTION TO PONDER:?** How do you build reflective practices?

### **Domain 1: Planning and Preparation**

#### **1d: Demonstrating Knowledge of Resources**

I am sure you are aware of most or all of these resources. I provide this list as a resource to support possible ideas to engage our students in discussion during office hours and possibly for planning events for students (Discussion coming in November 😊).

Take a look at this if you haven't already! INTERESTING! I like to use this as a "look back" for where schools were and where they want to be.

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2022127>

Check this out too! I used this site often when I worked at a community college!

<https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm>

Online Career and College Planning Tools:

**MY NEXT MOVE**

My Next Move: A resource from the U.S. Department of Labor that helps students explore careers by interests and skills.

<https://www.mynextmove.org/find/zone>



# CAO Comments for Mentee/Mentor Induction



College Board's **Big Future**: Provides information on colleges, financial aid, and career planning.

## College and Career Readiness Websites:

**careeronestop**

CareerOne Stop: Offers resources for career exploration, job searching, and training. <https://www.careeronestop.org/>

O\*NET Online: A database of occupational information, including job descriptions, salary data, and required skills.

Bureau of Labor Statistics: Provides data on employment, job outlook, and wage information for various occupations.

<https://www.onetonline.org/>

## College and Career Books: Great Conversation Starters!



## ***CAO Comments for Mentee/Mentor Induction***

Some prompts I shared as well:

- Relevancy-Students need to see the value-And it is always a good time to ask:
  - ✓ "If you had to choose a college or career right now, what would it be, and why?"
  - ✓ "Can you name a famous person or role model whose career you admire? What is it about their career that you find appealing?"
  - ✓ "What are some of your talents or skills that you think could help you in your future career?"
  - ✓ "Some people go to college right after high school, while others wait a few years. What do you think are the pros and cons of each approach?"
  - ✓ "Do you know anyone in your family or community who has a job or career that you find interesting? What is it, and why does it interest you?"

*Signature: Dr. Francie Spigelmyer, CAO*

# Addendum 8: Monthly Induction Report - Teacher

## Monthly Teacher Induction Report

"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson

Inductee: Kimberly Carney Mentor: Erica Stickel Month: October

Please circle the component(s) being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

| Domain 1: Planning and Preparation                                                                                                                                                                                                                          | Domain 2: Classroom Environment                                                                                                                                                                       | Domain 3: Instruction                                                                                                                                                                                   | Domain 4: Professional Responsibilities                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy<br>1b: Demonstrating Knowledge of Students<br>1c: Setting Instructional Outcomes<br>1d: Demonstrating Knowledge of Resources<br>1e: Designing Coherent Instruction<br>1f: Designing Student Assessments | 2a: Creating an Environment of Respect and Rapport<br>2b: Establishing a Culture for Learning<br>2c: Managing Classroom Procedures<br>2d: Managing Student Behaviors<br>2e: Organizing Physical Space | 3a: Communicating with Students<br>3b: Using Questioning and Discussion<br>3c: Engaging Students in Learning<br>3d: Using Assessment in Instruction<br>3e: Demonstrating Flexibility and Responsiveness | 4a: Reflecting on Teaching<br>4b: Maintaining Accurate Records Techniques<br>4c: Communicating with Families<br>4d: Participating in a Professional Community<br>4e: Growing & Developing Professionally<br>4f: Showing Professionalism |

Reflection:

During this month's meeting, Erica and I discussed my last special topic office hour. I had one student come at my normal time and one during the added 3pm time. Both students said that they did not need help with Time Management. Both used their planners and one said that their mother helps keep him on track. I've decided to not do a special topic office hour for November and December since the High School Essentials team will be starting Career Exploration sessions in November. I will attempt to do another special topic hour in January to discuss Growth Mindset.

Action(s) Planned:

I will be volunteering to help NJHS and NHS at the Cranberry location Nov. 1<sup>st</sup> and 2<sup>nd</sup>. I will be volunteering to help the Warrendale office with Biz Town on Nov. 20<sup>th</sup>.

I will watch and reflect on one of our Career Exploration Sessions on Nov. 8<sup>th</sup>.

I will send a bulk email including our November newsletter, a resource on Time Management, and the information to attend our first Career Exploration Session.

Mentor Signature: Erica Stickel

Inductee Signature: Kimberly M. Carney

# Addendum 8: Monthly Induction Report - Teacher

## Monthly Teacher Induction Report

“Educators recognize that the ability to reflect on teaching is the mark of a true professional.” – Charlotte Danielson

Inductee: Kimberly Carney Mentor: Erica Stickel Month: December

Please circle the component(s) being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.

Utilize the “Elements” and “Demonstration” sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

| Domain 1: Planning and Preparation                  | Domain 2: Classroom Environment                    | Domain 3: Instruction                            | Domain 4: Professional Responsibilities       |
|-----------------------------------------------------|----------------------------------------------------|--------------------------------------------------|-----------------------------------------------|
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| 1b: Demonstrating Knowledge of Students             | 2b: Establishing a Culture for Learning            | 3b: Using Questioning and Discussion             | 4b: Maintaining Accurate Records Techniques   |
| 1c: Setting Instructional Outcomes                  | 2c: Managing Classroom Procedures                  | 3c: Engaging Students in Learning                | 4c: Communicating with Families               |
| 1d: Demonstrating Knowledge of Resources            | 2d: Managing Student Behaviors                     | 3d: Using Assessment in Instruction              | 4d: Participating in a Professional Community |
| 1e: Designing Coherent Instruction                  | 2e: Organizing Physical Space                      | 3e: Demonstrating Flexibility and Responsiveness | 4e: Growing & Developing Professionally       |
| 1f: Designing Student Assessments                   |                                                    |                                                  | 4f: Showing Professionalism                   |

Reflection:

At this meeting we discussed some career resources that could be used during office hours and as extra resources for the class. These resources were mentioned in feedback from one of my previous reflections. We also discussed how the last Career Exploration session went and resources for future presentations. I presented the career cluster of Information Technology on 12/13. We had only 2 participants for this session, which was the same as the last session in November. We discussed some future ways of presenting the career clusters for students such as adding them monthly to the course as an extra resource so students can look at them at their convenience. We reviewed the career resources in the School Counseling course card in Buzz. Erica introduced me to Bloocket to use for student engagement during presentations or office hours. We also discussed sending progress updates. I did send out the first round on 12/7 and am still getting some responses from families.

Action(s) Planned:

I will be sending a bulk email to all students at the beginning of January.  
I am planning to host a special office hour in January to discuss Growth Mindset, Setting S.M.A.R.T Goals, and Study Skills.  
My team will be presenting another Career Cluster in January- Hospitality.

Mentor Signature: Erica Stickel

Inductee Signature: Kimberly M. Carney

# CAO Comments for Mentee/Mentor Induction

MENTEE-Kim Carney MENTOR-Erica Stickel

## MONTHLY INDUCTION REPORTS Oct/Dec 23-24 SY

**QUESTION TO PONDER:?** How do you build reflective practices?

### Domain 1: Planning and Preparation

#### 1a: Demonstrating Knowledge of Pedagogy

Sharing this as I've done often for this topic.

When it comes to pedagogical knowledge, it is one of my favorite subjects. As you think about this for the High School Essential Courses, as a facilitator and monitor, the pedagogy aspect is different, as you know. The key focus with this section should be your knowledge of the course and objectives and the lesson objectives. It is an opportunity to be the lesson expert regarding what students are expected to learn (takeaways).

- What kinds of knowledge, skills, abilities, or attitudes are essential for your students to learn in this course?
- Next year, what would you like your students to still know or be able to do?
- What do you want your students to be able to learn on their own after this course ends?

This provides a framework. One of the key concerns regarding this course is the way students approach the need to complete it. It should not be a "race" to get it done, and I am seeing that many have completed it already. You cannot control that, but my overall concern is knowledge retention. Do you pull reports for time spent on lessons and assessments? In other words, how long did students actively work (time wise) when logged in etc. This data is important to facilitated pedagogy and knowledge retention. Also, it allows you to evaluate the course for students and recommend revisions. Think of it like this (pedagogical perspective):

*"We can create deeper and more durable learning if we intentionally develop learning activities to follow the learning cycle proposed by David Kolb (1985; Zull, 2002). This cycle starts with (1) concrete experience (e.g., a lecture or reading), moves to (2) reflective observation and then (3) abstract conceptualization, followed by (4) active experimentation, which can initiate a new cycle based on the experience of receiving feedback." NOTE: Older resource but stood the test of time!*

**Kolb, D. A. (1985). *Experiential Learning: Experience as a Source of Learning and Development*. Prentice-Hall.**

## ***CAO Comments for Mentee/Mentor Induction***

You may look at this quote and think, “I don’t have impact here since it is an asynchronous course.” However, you do if you are gathering data on student interaction with the content and completion. For example, look at Lesson 61-School Counselors (your area of expertise! 😊). Here is the scenario in this lesson for students to read:

***Take a moment to consider the scenario below:***

***Jill, a new student at PA Cyber, transferred from her brick and mortar school because she was not getting along with some of her classmates. She has found that being in her own environment has been very helpful for studies and schoolwork, but she is having a tough time making friends in a new environment. After a few months at PA Cyber, she starts to feel lonely and falls behind in her school work. Jill talks to her academic advisor, who puts in a referral for a School Counselor to reach out to Jill. Jill and her School Counselor start to email back and forth. After chatting via email and meeting in a Jigsaw session, Jill starts to feel more connected to the PA Cyber community. Her School Counselor assists with organizational skills, goal setting and encourages Jill to get involved in the photography club since that is something that she enjoys to do in her free time. Jill now knows that she can contact her School Counselor anytime that she needs to talk. As you can see in the scenario above, your School Counselors are here to support you through social, academic, and personal situations that naturally arise throughout high school.***

***Now, it is your turn! Log into buzz and scroll through the course tiles to find the School Counseling Department buzz page. Click on the tile and browse the information. Were you able to identify your school counselor? Send them an email to introduce yourself. They will be excited to hear from you! Please reach out to your teacher if you have any questions.***

As you consider this activity as part of learning about school counselors, what are your thoughts? Is there a better way to assess knowledge of school counselors. I know this is an automated grading course, so we are limited for now, however, does it provide an opportunity for you with your students (many students). Since your roster is so large, you could create small pilot projects in a few sections, meeting with students about varied topics within the course that need more depth in your view, specifically at the application level. You may even be able to set up a discussion forum in your open office hours and invite students in as a pilot project. Also, are you getting a lot of questions? If so, what types of questions can also drive changes in the facilitated pedagogy enabling you to look at the lessons— taking ownership of the content. Asynchronous courses should promote deeper learning experiences as should all courses. This also supports their learning in a variety of ways and is pedagogically sound for asynchronous learning. You could even use infographics as discussion starters (see image applied to Unit 5) for students in your office hours. You may not have many students attend, but it is important to engage the students who do show up.



## CAO Comments for Mentee/Mentor Induction



### 1d: Demonstrating Knowledge of Resources

I like this component since, as a facilitated course, you can provide opportunities for other resources that can reinforce key topics for support. As you look at the time factor, you can even align this with the modules that may reveal higher time commitments than other modules, which may indicate need for more depth or discussion. For example, if a student struggles with staying on track (Unit 6), how can purposeful resources beyond what is in the module assist? Or, Unit 8, getting involved can provide context from research that suggests this is an important part of schooling.

Great article: <https://www.educationcorner.com/k12-extracurricular-activities.html#studentperformance>

You can start a conversation with visual images (Unit 6, Unit 7, Unit 9 etc.):

# CAO Comments for Mentee/Mentor Induction

## 8 STEPS TO BECOME MORE RESILIENT



### Domain 3:

#### 3a: Communicating with Students: Shared this before too!

The standard communications should be utilized as in, email, phone calls, and comm logs. The Pa Cyber Connect (Parent Square) once it is in full implementation will provide another avenue. You can also create short videos to post on your page or send via email that provide information about success strategies.

See some ideas in this article (adaptable):

<https://www.3plearning.com/blog/teachers-can-communicate-effectively-online-learners/>

Consider this prompts for conversation starters:

Here are five conversation prompts that educators, parents, or mentors can use to guide discussions with high school students:

#### 1. **Goal Setting:**

- "What are your academic and personal goals for high school?"
- "How can we break down those goals into smaller, manageable steps?"
- "What strategies or habits can help you stay focused on achieving your goals?"

#### 2. **Time Management and Organization:**

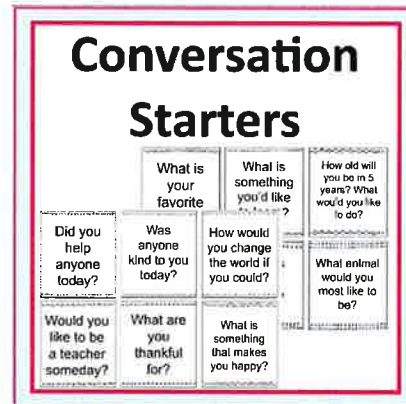


# CAO Comments for Mentee/Mentor Induction

- "How do you currently manage your time and assignments?"
  - "Are there any time management techniques or tools you'd like to explore?"
  - "What strategies can help you stay organized and meet deadlines effectively?"
3. **Study Skills:**
- "What study methods have worked well for you in the past?"
  - "How can you adapt your study techniques to different subjects and types of assignments?"
  - "What resources or support do you need to improve your study skills?"
4. **Balancing Academics and Well-being:**
- "How do you maintain a balance between schoolwork, extracurricular activities, and self-care?"
  - "What self-care practices or stress management techniques do you find helpful?"
  - "How can we ensure your well-being while excelling academically?"
5. **Asking for Help and Resources:**
- "Are there any subjects or topics in which you need additional support or clarification?"
  - "What resources, such as tutoring or study groups, are available to you?"
  - "How can you advocate for yourself and seek help when needed?"

These conversation prompts encourage high school students to reflect on their goals, develop effective strategies, and seek support when necessary. It's important to create a supportive and non-judgmental environment where students feel comfortable discussing their academic challenges and aspirations. Additionally, ongoing conversations can help students adapt and thrive throughout their high school journey.

And...



<https://www.etsy.com/listing/866137250/100-conversation-starters-cards-family>

Signature: Dr. Francie Spigelmyer, CAO

# Addendum 12B: Induction Lesson Reflection Reports

## Induction Lesson Reflection Report – **Mentor/Teacher Views Inductee (Mentee) Lesson**

Inductee **Andrea Brittner** Mentor **Tiffany Robinson** Month: **March 2024**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Were students actively engaged and/or involved in learning? Explain.</p> <p>At the beginning of the lesson, students put up emoticons to share how they were feeling. Throughout the lesson, students sent multiple chat notes in the main room. They also raised their hands to answer questions or share information on the mic. During one class, Andrea addressed some off-task behaviors in a positive way, reminding students to come back to the topic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>4. Was the "Closure "effective? Explain.</p> <p>Wrapping up the lesson, Andrea reviewed some important background knowledge regarding what they had learned. She asked students if they had any questions about what they learned today and then reviewed where they were headed over the next few days. She also had an Announcements/HW slide with this same information provided visually.</p>                                                                                                                                                                                                                                                                                                              |
| <p>2. Were questioning techniques effective? (Fluency, probing, higher order, divergent-open ended) Explain.</p> <p>Andrea asked questions throughout the entire lesson to ensure students were on task and understanding the concepts. She tied much of the lesson into the students' background knowledge and encouraged them to make connections throughout. Many of the questions she asked were open-ended and required more than a yes/no response. Students often elaborated on their responses via the mic or chat notes. She noted a couple guiding questions on the board and let the students know that these questions will all be answered as they watch the teleplay.</p>                                                                                                                                                                                                                     | <p>5. Was the power point slide presentation efficient and effective? (images, use of space, amount of text per slide) Explain.</p> <p>Andrea's slides were colorful with various fonts and visuals. At the beginning of the lesson, she listed and identified the objectives of the lesson for the day. Slides were uncluttered and visually appealing.</p>                                                                                                                                                                                                                                                                                                                                                      |
| <p>3. Was use of time efficient? (pre class time, start class on time, smooth transition, content covered, pacing, controlled interruptions) Explain.</p> <p>Andrea transitioned smoothly from her warmup question to the actual lesson. Students were very interested in the warmup question and were excited to share with the class; she was able to kindly guide kids back to the topic, reminding them that they could discuss personal questions and thoughts that did not pertain to the topic of the day during the ten-minute block before class begins. She let the students know when she was catching up on main group chat notes and addressed each as quickly as possible. Andrea was able to smoothly transition from her slides to the class video. She also ensured students understood newly learned concepts through a polling question with a visual timer at the end of the class.</p> | <p>6. FOR INDUCTEE: What did you learn from this experience that will help you with your future lessons?</p> <p>After Tiffany watched the lessons we had a meeting to discuss. We discussed that in future lessons I can use the phrase, "Let's bookmark that, and come back to it at the end of class." This is a positive way to allow students to still share what is on their mind, while allowing the class to stay on task.</p> <p>In the future I am also going to be more mindful about wait time for responses to questions. Tiffany suggested after I ask the question to count to 20 to give students time to process. I am hoping this will lead to more participation in my less chatty classes.</p> |

Course and Title of lesson observed: English 7 Learning Support Sections 3 and 4

Date and Time of lesson observed: 3/21/24

Mentor/Teacher Signature: Tiffany Robinson Inductee Signature: Andrea Brittner

## CAO Comments for Mentee/Mentor Induction

### Induction Lesson Reflection Report March 2024 (Induction 23/24 SY)

CAO Comments: MENTOR VIEWS INDUCTEE Tiffany Robinson views Andrea Brittner

**QUESTION TO PONDER:** How can peer observation among teachers foster a collaborative learning environment?

#### **Domain 3-Instruction**

##### 3c-Engaging Students in Learning

This is so important and so difficult at times in our environment. I was disappointed with the camera usage or lack of thereof. Again, as a teaching tool and a check in for safety, the cameras is an essential tool. I am currently working on some ways to change the perception and the message. Andrea, you are very articulate, and it is clear you care for your students! I really enjoyed watching the lesson overall! 😊 ---(I like the bookmark idea Tiffany provided.)

Discerning engagement by chats and mic is good, but how can we get everyone on the same page and make sure of the expectation that ACTIVE PARTICIPATION is essential. (This list comes from what I've observed, utilized, and found through best practices!)

#### **1. Create a Safe and Welcoming Environment**

- **Warm Welcome:** Start each session with a friendly greeting and a fun activity to make them feel comfortable.
- **Virtual Backgrounds:** Encourage the use of virtual backgrounds, which can make students feel more comfortable showing their surroundings.

#### **2. Incorporate Fun Activities**

- **Show and Tell:** Have students bring a favorite toy or item to show to the class.

## *CAO Comments for Mentee/Mentor Induction*

- **Dress-Up Days:** Organize themed days where students can dress up and show off their costumes.
- **Virtual Scavenger Hunts:** Plan quick scavenger hunts where students find items in their house and show them on camera.

### 3. **Gamify Participation**

- **Camera On Points:** Award points or badges for students who keep their cameras on. You can have a small reward system in place for accumulated points.
- **Participation Charts:** Create a chart where students can see their progress and achievements for participating.

### 4. **Use Engaging Content**

- **Interactive Lessons:** Use tools like digital whiteboards, polls, and educational games to make lessons interactive and engaging.
- **Multimedia Content:** Incorporate videos, animations, and songs that require students to follow along or participate.

### 5. **Establish Clear Expectations**

- **Camera-On Rules:** Clearly communicate when and why students are expected to have their cameras on.
- **Consistent Routine:** Establish a routine where students know they will need their cameras at specific times.

### 6. **Provide Tech Support**

- **Parental Guidance:** Communicate with parents about the importance of having cameras on and offer guidance on how to set it up.

## CAO Comments for Mentee/Mentor Induction

- **Tech Troubleshooting:** Be available to help troubleshoot any technical issues that might prevent students from turning on their cameras.

### 7. Lead by Example

- **Teacher Participation:** Make sure you always have your camera on and are actively engaging with the students.
- **Peer Encouragement:** Highlight and praise students who have their cameras on, setting an example for others.

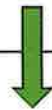
### 8. Incorporate Peer Interaction

- **Breakout Rooms:** Use breakout rooms for small group activities where students are more likely to turn on their cameras.
- **Buddy System:** Pair students up and have them work together on tasks that require camera use.

### 9. Personalize the Experience

- **Individual Check-Ins:** Have one-on-one or small group check-ins with students who are hesitant to turn on their cameras to understand their concerns and encourage them personally.
- **Student Choice:** Allow students to have some choice in activities or assignments which might make them more willing to participate fully.

AND





## *CAO Comments for Mentee/Mentor Induction*

### **1. Use icebreakers-You do this in a variety of ways/Warm-ups and question prompts**

Try community-building activities that encourage camera use, like asking students to find something in their house to bring to the camera.

### **2. Use platform features**

As the host, you can use the "Ask to Start Video" option to request that participants turn on their cameras.

### **3. Ask to have cameras on (I am glad you use the camera effectively)**

Students are more likely to turn on their cameras in small groups. You can ask to have cameras on for check-in or ask why they're off.

### **4. Brainstorm expectations**

Work with students to create a list of times when it's okay to have the camera off and when it's best to have it on.

### **5. Provide privacy**

Help students create backgrounds to use when their cameras are on, such as an image of a hobby or favorite musician. You can also email them a standard virtual background or ask them **to use earphones.**

### **6. Make on-camera time fun and productive**

Break up learning with quick polls or games like rock, paper, scissors, Pictionary, or charades

*Signature: Dr. Francie Spigelmyer, CAO*

# Addendum 8: Monthly Induction Report - Teacher

## Monthly Teacher Induction Report

“Educators recognize that the ability to reflect on teaching is the mark of a true professional.” – Charlotte Danielson

Inductee: Andrea Brittner \_\_\_\_\_ Mentor: Tiffany Robinson\_\_ Month: February 2024 \_\_\_\_\_

**Please circle the component(s) being discussed for this month’s meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

Utilize the “Elements” and “Demonstration” sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

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| 1e: Designing Coherent Instruction                  | 2e: Organizing Physical Space                      | 3e: Demonstrating Flexibility and Responsiveness | 4e: Growing & Developing Professionally       |
| 1f: Designing Student Assessments                   |                                                    |                                                  | 4f: Showing Professionalism                   |

**Reflection:**

Tiffany and I met on February 1<sup>st</sup> to discuss Extended School Year determinations, ESY Revisions on the IEP, and the process in FileMaker. Extended School Year can be a very important key to make sure students are not regressing during the summer months. During this meeting Tiffany showed me the procedure we follow to determine if a student is eligible for ESY. Part of making the decision is to use the assessments from instruction to determine if the student has made any regressions or is not making any significant steps forward in meeting their goal.

Tiffany walked me through how to revise the IEP and create a NOREP. We discussed the importance of communicating these changes to the families before revising the IEP. As teachers we always want to make sure we are keeping parents informed.

Lastly, Tiffany showed me how to input this data into FileMaker. FileMaker not only helps us as teachers be more organized, but it also helps notify the correct staff members about the decision. When a student is eligible for a related service in the summer it is critical for us as special education teachers to make the related services department aware, that way the student will receive the services that are needed. This was a greatly informative meeting. I am now feeling more comfortable with ESY, how to input into the IEP, and how to put it in FileMaker.

**Action(s) Planned:**

I will determine which students are eligible for ESY by looking at their input from related services and current progress monitoring data. I will then make phone calls home to discuss the decision with parent/guardian. Finally, I will revise the IEP and create a NOREP to accurately represent their ESY placement.

Mentor Signature: Tiffany Robinson

Inductee Signature: Andrea Brittner

# Addendum 8: Monthly Induction Report - Teacher

## Monthly Teacher Induction Report

"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson

Inductee: Andrea Brittner Mentor: Tiffany Robinson Month: April 2024

**Please circle the component(s) being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

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| 1e: <b>Designing Coherent Instruction</b>           | 2e: Organizing Physical Space                      | 3e: Demonstrating Flexibility and Responsiveness | 4e: Growing & Developing Professionally       |
| 1f: Designing Student Assessments                   |                                                    |                                                  | 4f: Showing Professionalism                   |

### Reflection:

On April 17<sup>th</sup>, Tiffany and I met to discuss end of the year procedures. Even though we have a month and a half left of school, the year has been going by very quickly. Therefore, I thought it would be a great idea to start discussing good habits to get into at the end of the year in order to come back organized and ready for the upcoming school year. As a teacher planning ahead, but also being flexible in those plans is very important.

We discussed that I should first go through my FileMaker pro to make sure every student's information is up to date. In the 6-8 academy as a special education teacher, we only keep our rosters students for one school year. Then we transfer them to a new teacher at the end of each school year. That means it is very important that these teachers are getting the correct information about the student who will now be their responsibility. I will make sure to update all student information along with all of their schools from progress monitoring this past school year.

Lastly, we discussed updating PowerPoints over the Summer to be prepared for next school year. As a special education teacher we work all year round, however, do not have classes to teach in the Summer. Therefore, there is a lot of time for planning. Tiffany and I discussed that it can be overwhelming trying to update PowerPoints during the school year. She suggested that I should start at the beginning of the year in Q1 then continue to go through PowerPoints day by day. That way I will know that I have coherent and cohesive instruction. After going through PowerPoints I will create a list of what PowerPoints I need to revamp and update. This will allow me to be prepared for next school year.

### Action(s) Planned:

- I will update my FileMaker pro. I will make sure all student info and progress monitoring scores are up to date.
- I will go through all PowerPoints during the Summer in order to revamp and update them.

Mentor Signature: Tiffany Robinson

Inductee Signature: Andrea Brittner



# Addendum 8: Monthly Induction Report - Teacher

## Monthly Teacher Induction Report

"Educators recognize that the ability to reflect on teaching is the mark of a true professional." – Charlotte Danielson

Inductee: Andrea Brittner \_\_\_\_\_ Mentor: Tiffany Robinson \_\_\_\_\_ Month: **May 2024**

**Please circle the component(s) being discussed for this month's meeting. Then, summarize the discussion of the meeting and what recommendations were made to the inductee moving forward.**

Utilize the "Elements" and "Demonstration" sections of the DOMAIN RUBRIC (Addendum #1) as a guide for discussion.

| Domain 1: Planning and Preparation                  | Domain 2: Classroom Environment                    | Domain 3: Instruction                                   | Domain 4: Professional Responsibilities            |
|-----------------------------------------------------|----------------------------------------------------|---------------------------------------------------------|----------------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | 2a: Creating an Environment of Respect and Rapport | 3a: Communicating with Students                         | 4a: <b>Reflecting on Teaching</b>                  |
| 1b: <b>Demonstrating Knowledge of Students</b>      | 2b: Establishing a Culture for Learning            | 3b: Using Questioning and Discussion                    | 4b: Maintaining Accurate Records Techniques        |
| 1c: Setting Instructional Outcomes                  | 2c: Managing Classroom Procedures                  | 3c: Engaging Students in Learning                       | 4c: Communicating with Families                    |
| 1d: Demonstrating Knowledge of Resources            | 2d: Managing Student Behaviors                     | 3d: Using Assessment in Instruction                     | 4d: Participating in a Professional Community      |
| 1e: Designing Coherent Instruction                  | 2e: Organizing Physical Space                      | 3e: <b>Demonstrating Flexibility and Responsiveness</b> | 4e: <b>Growing &amp; Developing Professionally</b> |
| 1f: Designing Student Assessments                   |                                                    |                                                         | 4f: Showing Professionalism                        |

Reflection:

During our May meeting Tiffany and I discussed reflecting on the school year, explored the new teaching platform we will be using next year, and how to prepare in the summer for the upcoming school year. Since this was our last meeting of the school year, we wanted to take time to reflect on the year. I feel that this was a great first year and I couldn't really ask for much to change. I was very fortunate to have Tiffany as a mentor teacher who made my first year of teaching a smooth one. We discussed that our relationship does not end with induction and that she will always be around to answer questions if I ever need it.

Next year we will be switching learning platforms from Jigsaw to Class. Tiffany and I reviewed the website and found there are instructional and informational videos to watch. Even though we will be having a formal training we discussed that it is important to make ourselves familiar with the basics, so we do not go into that training blind. This way we will have some background knowledge.

Lastly, we discussed how important it is to use the beginning of the summer to get FileMaker Pro updated for the future special education teacher. I have already updated the scores that we discussed during last meeting, but double checking dates of documents and student information. This way I am setting up the next IEP writer for success to better help the student for the upcoming school year.

Action(s) Planned:

During the meeting we have planned the following actions:

- Review all informational and instructional videos that are available on the CLASS website.
- Finishing updating all student information in FMP
- Begin working the updates I wanted to make for next school year such as updating PowerPoints

Mentor Signature: *Tiffany Robinson*

Inductee Signature: *Andrea Brittner*

# CAO Comments for Mentee/Mentor Induction

MENTEE-Andrea Brittner MENTOR-Tiffany Robinson

## MONTHLY INDUCTION REPORT 23-24 SY FEB/APRIL/MAY

**QUESTION TO PONDER:?** How do you build reflective practices?

### **Domain 1 Planning and Preparation**

1b-Demonstrating Knowledge of Students

I am always glad to see this identified. It is truly the key to all facets in the classroom. As you think about this for next year, consider **HOW TO DO THIS EARLY AND OFTEN!** I know you build relationships—I witness it reviewing playbacks. Here are some ideas to consider and add to your tool box!

Invite Students

To

JOIN YOU IN A WOULD YOU RATHER GAME

BEGINNING WITH WYR PROMPTS FOR MOTIVATION

AND

TRANSITION WYR TO THE COURSE

**WARM UP BELOW**

USE  
EXAMPLES IN  
YOUR  
TEACHING  
THAT  
CONNECT  
WITH WHAT  
YOU LEARN  
ABOUT THEIR  
LIVES TO  
MAKE A  
CONNECTION

# CAO Comments for Mentee/Mentor Induction

## WOULD YOU RATHER...?

- ... lick a dirty trash can or the bathroom floor?
- ... have a magic carpet that flies or your own personal robot?
- ... be the worst player on a team that always wins or the best player on a team that always loses?
- ... have one eye in the middle of your head or two noses?
- ... see a firework display or go to a concert?
- ... go water skiing or snow skiing?
- ... eat donuts or candy?
- ... fly a kite or ride on a scooter?
- ... have an extra finger or an extra toe?
- ... only be able to crawl on all fours or only be able to walk backwards?
- ... be able to create a new holiday or create a new language?
- ... be the funniest person alive or the smartest person alive?
- ... be a famous singer or a famous actor?
- ... be able to fly or be invisible?
- ... never have to shower again or never have to clip your toenails?
- ... have the chance to design a new toy or direct a movie?
- ... be ten years older or four years younger?
- ... be able to control the weather or have the ability to talk to animals?
- ... be a master at painting or an amazing dancer?
- ... live on the Moon or live on Mars?
- ... meet your favorite celebrity or be in a movie?
- ... only be able to whisper or have an incredibly loud voice?
- ... eat a raw potato or a whole lime?
- ... be invisible or be able to fly?
- ... speak every language or play every instrument?
- ... live without a TV or without a phone?
- ... be a bird or a horse?
- ... live in the desert or on a deserted island?
- ... go on a rollercoaster or go sky diving?
- ... live in the sky or under the sea?
- ... have a hand twice as big or half as small?
- ... have a pet dinosaur or a pet dragon?
- ... always have to enter rooms by announcing your name or always have to do cartwheels out?
- ... have butterfly wings or a horse tail?
- ... have wings but you can't fly or have gills but you can't swim underwater?
- ... be the smartest person in the world or the best athlete in the world?
- ... eat a beetle or get stung by a bee?
- ... be able to change the color of your hair whenever you want or be able to change the length of your hair whenever you want?
- ... live in a mansion in the city or on a farm with lots of animals?
- ... have 5 brothers or 5 sisters?
- ... be a unicorn or a pegasus?
- ... meet a superhero or a cartoon character?
- ... be an Olympic athlete or the President?
- ... drink sour milk or eat rotten eggs?
- ... eat a whole jar of mayonnaise or drink a cup of hot sauce?
- ... live without music or without movies?
- ... have a new cool shirt in your closet every morning or a new pair of shoes once a week?
- ... play in the snow in the mountains or in the sand at the beach?
- ... have a pet panda bear or a pet zebra?
- ... sweat honey or always smell like a skunk?
- ... kiss a frog or hug a snake?
- ... have lived in the 1870's or in the 1970's?
- ... shovel snow or rake leaves?
- ... play the guitar or the piano?
- ... not be allowed to watch T.V. for a year or not be allowed to eat any sweets for a year?
- ... have a car that can fly or go underwater?
- ... be the fastest person in the world or can freeze time?
- ... be trapped in a room with a friendly tiger or with 10 bumblebees?
- ... have a bucket stuck on your head or a cement block stuck on your foot?
- ... have a pool or a trampoline?
- ... be a doctor or a scientist?
- ... go to the zoo or an aquarium?
- ... be really fast or really strong?
- ... set the table before dinner or wash the dishes after dinner?
- ... jump into a pool of chocolate pudding or a pool of strawberry ice cream?
- ... have pizza or chips?
- ... have a pet hamster or a pet cat?
- ... have hamburgers or hot dogs?
- ... be an art teacher or a physical education teacher?
- ... eat a dead spider or a live worm?
- ... have really small hands or really big feet?
- ... read minds or be invisible?
- ... have french fries or chocolate cake?
- ... be a police officer or a doctor?
- ... play paint ball or laser tag?
- ... have a picnic in a park or on the beach?
- ... eat pizza for every meal or ice cream for every meal?
- ... have a purple nose or green ears?
- ... moo like a cow after every sentence or bark like a dog?
- ... live in the North Pole or the South Pole?
- ... have 3 legs or 3 arms?
- ... see a giant ant or a tiny giraffe?
- ... always be dressed up or always wear your pajamas?
- ... go for a drive in a convertible or a double decker bus?
- ... have to wear a clown wig or a clown nose for the rest of your life?
- ... only be able to wear your swimsuit for the rest of your life or only be able to wear pants and a winter coat?
- ... play soccer or baseball?
- ... be able to live 100 years in the past or 100 years in the future?
- ... go to the doctor or the dentist?
- ... fly a helicopter or a commercial plane?
- ... have breakfast on the Eiffel tower or dinner in a castle?
- ... give up eating sweets or give up eating fast food?
- ... live where it is always dark outside or always light outside?
- ... it be warm and raining or cold and snowing?
- ... discover a hidden treasure or discover a living dinosaur?
- ... go to the movies or go to a waterpark?
- ... be friends with superman or spiderman?
- ... go bungee jumping or go on the tallest roller coaster?
- ... go ice skating or tobogganing?
- ... constantly itch or always have a cough?

[WWW.THEBESTIDEASFORKIDS.COM](http://WWW.THEBESTIDEASFORKIDS.COM)

WEBSITE

# CAO Comments for Mentee/Mentor Induction

And know them via data:

**3 Ways Student Data Can Inform Your Teaching**  
**Gather and use valuable student data to inform your classroom practice**

<https://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber>

**9 Questions to Tackle in Demonstrating Knowledge of Your Students**

<https://www.teacher.org/blog/demonstrating-knowledge-your-students/>

---

## **Domain 4 Professional Responsibilities**

**14-Participating in a Professional Community**-I must admit this is difficult at PA Cyber because most teachers work from home which can cause a disconnect overall in some areas. I like the fact you tagged this because it can be done. One thing to consider is to identify your top “3” topics you would like to explore as a beginning for a professional community and find out if others are interested. You could begin the conversation and see what transpires simply by using TEAMS or our new CLASS platform. You can develop a framework, goals, and other parameters so it isn’t just one more thing to do. It could be a teaching and learning affinity group! TEAMS chat enables so much communication simply by posting and documents can be shared as you know.

AND THESE WORK WELL BELOW TOO!!!

➤ **Attend Conferences and Workshops:**

Participate in industry conferences and workshops to stay updated on the latest trends, network with peers, and gain new skills. These events often provide opportunities for hands-on learning and direct interaction with experts in your field.



## CAO Comments for Mentee/Mentor Induction

### ➤ **Join Professional Associations:**

Become a member of professional associations related to your field. These organizations often offer resources like newsletters, forums, and local chapters that facilitate networking, mentorship, and professional development opportunities.

### ➤ **Engage in Online Forums and Social Media Groups:**

Join online forums, LinkedIn groups, or social media communities where professionals in your field discuss relevant topics, share resources, and provide support. Actively participate in discussions, ask questions, and share your insights to build connections and stay informed.

4a-Reflecting on Teaching-It is great to see this too, we all need to become reflective practitioners daily! Some thoughts to consider  
4e-Growing Professionally and Personally

### ***I recommend this often:***

\*Reviewing the needs assessment is one of my favorite tasks for this entire process as I've stated previously and it fits right in with the theme that has emerged after reviewing your submissions (REFLECTION). A needs assessment is its own form of self-reflection requiring thought processes across domains considered to be important and essential for student success. It also assists in growing professionally too!

AND...



# CAO Comments for Mentee/Mentor Induction

## REFLECTIVE PRACTICE MODELS

What is Reflective Practice?

In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999). The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis

(Cunningham, 2001) ---See below (WEBSITE: <https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>)

**Reflection – in – Action**  
(thinking ‘while doing’)

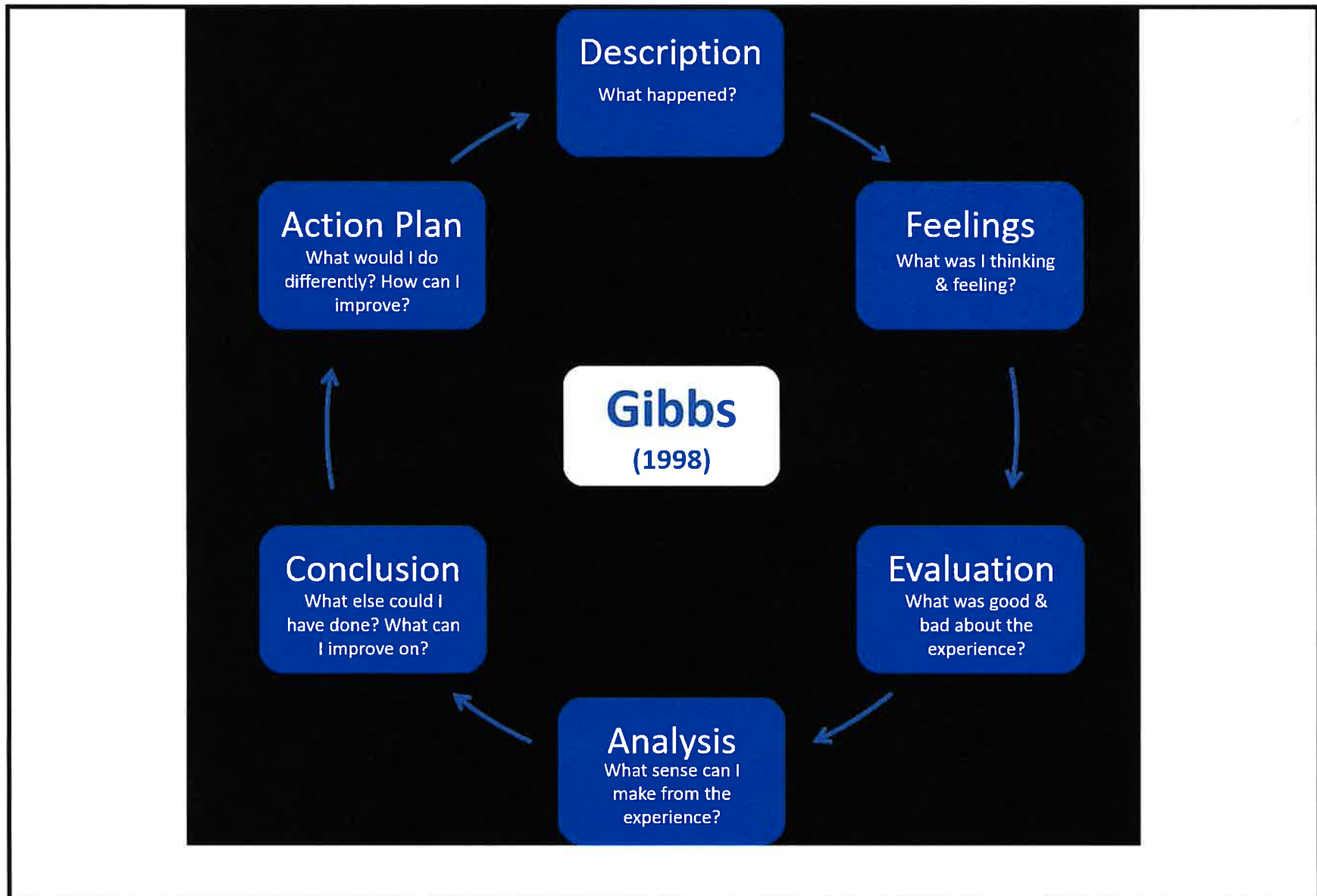
This involves reflecting on your teaching ‘in the moment’ as it happens in your classroom, and making judgements and changes in your actions based on your past experiences of a similar situation and any new information you glean, e.g. taking notes during the class; gathering informal feedback from students ‘on the fly’ using targeted questions, show of hands, digital student response system, etc. group discussion or activity for checking learning.

**Schön**  
(1991)

**Reflection – on – Action**  
(thinking ‘after the event’)

In this case, reflection takes place after you have been teaching, but similarly, you will use the knowledge gained to inform changes, e.g., writing down in a log or journal what you felt went well, what didn’t go so well, and what you might like to make changes to in the future; speaking with a colleague, mentor, or critical friend; read scholarly literature and contact UCD teaching & learning for advice and support.

## CAO Comments for Mentee/Mentor Induction



Signature: Dr. Francie Spigelmyer, CAO

## PA CYBER Mentor List (2023-2025)

| Qualified                 | Verified |
|---------------------------|----------|
| <b>Atkins, Emilee</b>     | <b>X</b> |
| <b>Coble, Janine</b>      | <b>X</b> |
| <b>Davies, Lindsey</b>    | <b>X</b> |
| <b>Eckels, Kara</b>       | <b>X</b> |
| <b>Forse, Katie</b>       | <b>X</b> |
| <b>Husk, Amy</b>          | <b>X</b> |
| <b>Jones, Kelly</b>       | <b>X</b> |
| <b>Kress, Deb</b>         | <b>X</b> |
| <b>Kvetko, Jackie</b>     | <b>X</b> |
| <b>Levendusky, Lauren</b> | <b>X</b> |
| <b>Martinez, Matthew</b>  | <b>X</b> |
| <b>Mentel, Brittany</b>   | <b>X</b> |
| <b>Narad, Beth</b>        | <b>X</b> |
| <b>Ochtun, Sarah</b>      | <b>X</b> |
| <b>Paraniuk, Breanne</b>  | <b>X</b> |
| <b>Peck, Sarah</b>        | <b>X</b> |
| <b>Plummer, Patricia</b>  | <b>X</b> |
| <b>Prisuta, Brittany</b>  | <b>X</b> |
| <b>Robinson, Tiffany</b>  | <b>X</b> |
| <b>Springer, Amanda</b>   | <b>X</b> |
| <b>Stickel, Erica</b>     | <b>X</b> |
| <b>Woznicki, Ashlee</b>   | <b>X</b> |
| <b>Sonsini, Monika</b>    | <b>X</b> |
| <b>Afton Pelton</b>       | <b>X</b> |
| <b>Tiffany Robinson</b>   | <b>X</b> |
| <b>Casey Betzler</b>      | <b>X</b> |
| <b>Jacob Springer</b>     | <b>X</b> |
| <b>Jason Guido</b>        | <b>X</b> |



# THE ANNUAL COMPREHENSIVE FINANCIAL REPORT

FOR THE FISCAL YEAR ENDED  
JUNE 30, 2021



The Pennsylvania Cyber Charter School

Midland, Pennsylvania

**THE PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA**



The Pennsylvania Cyber Charter School

**THE ANNUAL COMPREHENSIVE  
FINANCIAL REPORT**

For the Fiscal Year Ended June 30, 2021

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

## Table of Contents

|                                                                                                                                                   | <u>Page</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>INTRODUCTORY SECTION</b>                                                                                                                       |             |
| Mission Statement of The Pennsylvania Cyber Charter School.....                                                                                   | 1           |
| Vision, Mission and Core Values .....                                                                                                             | 2           |
| Letter of Transmittal.....                                                                                                                        | 3           |
| Certificate of Achievement for Excellence in Financial Reporting.....                                                                             | 8           |
| Roster of Officials .....                                                                                                                         | 9           |
| Organizational Chart - Administration .....                                                                                                       | 10          |
| <b>FINANCIAL SECTION</b>                                                                                                                          |             |
| Independent Auditor’s Report .....                                                                                                                | 11          |
| Management’s Discussion and Analysis .....                                                                                                        | 14          |
| Basic Financial Statements:                                                                                                                       |             |
| Government-Wide Financial Statements:                                                                                                             |             |
| Statement of Net Position.....                                                                                                                    | 25          |
| Statement of Activities .....                                                                                                                     | 26          |
| Fund Financial Statements:                                                                                                                        |             |
| Governmental Fund:                                                                                                                                |             |
| Balance Sheet.....                                                                                                                                | 27          |
| Reconciliation of the Governmental Fund Balance Sheet to the Statement<br>of Net Position.....                                                    | 28          |
| Statement of Revenues, Expenditures, and Changes in Fund Balance .....                                                                            | 29          |
| Reconciliation of the Governmental Fund - Statement of Revenues,<br>Expenditures, and Changes in Fund Balance to the Statement of Activities..... | 30          |
| Proprietary Fund:                                                                                                                                 |             |
| Statement of Net Position .....                                                                                                                   | 31          |
| Statement of Revenues, Expenses, and Changes in Net Position .....                                                                                | 32          |
| Statement of Cash Flows.....                                                                                                                      | 33          |
| Notes to the Financial Statements .....                                                                                                           | 34          |
| Required Supplementary Information:                                                                                                               |             |
| Schedule of Revenues, Expenditures, and Changes in Fund Balance, Budget and Actual -<br>General Fund .....                                        | 59          |
| Notes to the Schedule of Revenues, Expenditures, and Changes in Fund Balance,<br>Budget and Actual - General Fund.....                            | 60          |
| Schedule of Proportionate Share of the Net Pension Liability and Related Ratios .....                                                             | 61          |
| Schedule of Required Pension Contributions .....                                                                                                  | 62          |
| Schedule of Proportionate Share of the Net OPEB Liability and Related Ratios - PSERS..                                                            | 63          |
| Schedule of Required OPEB Contributions - PSERS.....                                                                                              | 64          |
| Schedule of Changes in the School’s Total OPEB Liability and Related Ratios.....                                                                  | 65          |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**

**Table of Contents**

*(continued)*

|                                                                                                                                                                                                                                       | <b><u>Schedule</u></b> | <b><u>Page</u></b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|
| <b>STATISTICAL SECTION</b>                                                                                                                                                                                                            |                        |                    |
| Statistical Section Overview.....                                                                                                                                                                                                     |                        | 66                 |
| Financial Trends:                                                                                                                                                                                                                     |                        |                    |
| Net Position by Component.....                                                                                                                                                                                                        | I                      | 67                 |
| Changes in Net Position.....                                                                                                                                                                                                          | II                     | 68                 |
| Fund Balances - Governmental Fund.....                                                                                                                                                                                                | III                    | 70                 |
| Changes in Fund Balance - Governmental Fund .....                                                                                                                                                                                     | IV                     | 71                 |
| 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:                                                                                                                                                                                                                        |                        |                    |
| Ratios of Outstanding Debt by Type.....                                                                                                                                                                                               |                        | N/A                |
| Ratios of General Bonded Debt Outstanding.....                                                                                                                                                                                        |                        | N/A                |
| Direct and Overlapping Governmental Activities Debt.....                                                                                                                                                                              |                        | N/A                |
| Legal Debt Margin Information.....                                                                                                                                                                                                    |                        | N/A                |
| Pledged Revenue Coverage - The School has no pledged revenue .....                                                                                                                                                                    |                        | N/A                |
| Demographic and Economic Information:                                                                                                                                                                                                 |                        |                    |
| Demographic and Economic Statistics.....                                                                                                                                                                                              | V                      | 73                 |
| Employment by Industry.....                                                                                                                                                                                                           | VI                     | 74                 |
| Principal Employers.....                                                                                                                                                                                                              | VII                    | 75                 |
| Operating Information:                                                                                                                                                                                                                |                        |                    |
| Full-time Equivalent Employees by Function/Category.....                                                                                                                                                                              | VIII                   | 76                 |
| Teacher Salaries .....                                                                                                                                                                                                                | IX                     | 77                 |
| Operating Statistics .....                                                                                                                                                                                                            | X                      | 78                 |
| Enrollment by County.....                                                                                                                                                                                                             | XI                     | 79                 |
| School Building Information .....                                                                                                                                                                                                     | XII                    | 85                 |
| Schedule of Insurance in Force.....                                                                                                                                                                                                   | XIII                   | 86                 |
| <b>SINGLE AUDIT REPORTS SECTION</b>                                                                                                                                                                                                   |                        |                    |
| Schedule of Expenditures of Federal Awards .....                                                                                                                                                                                      |                        | 90                 |
| Notes to the Schedule of Expenditures of Federal Awards .....                                                                                                                                                                         |                        | 91                 |
| Independent Auditor’s Report on Internal Control over Financial Reporting and on<br>Compliance and Other Matters Based on an Audit of Financial Statements Performed in<br>Accordance with <i>Government Auditing Standards</i> ..... |                        | 92                 |
| Independent Auditor’s Report on Compliance for Each Major Federal Program and Report<br>on Internal Control Over Compliance in Accordance with the Uniform Guidance.....                                                              |                        | 94                 |
| Schedule of Findings and Questioned Costs .....                                                                                                                                                                                       |                        | 96                 |
| Schedule of Prior Audit Findings .....                                                                                                                                                                                                |                        | 98                 |

# **INTRODUCTORY SECTION**



The Pennsylvania Cyber Charter School

### *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.*



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.



The Pennsylvania Cyber Charter School

December 20, 2021

To the Board of Trustees  
The Pennsylvania Cyber Charter School  
Midland, PA 15059

Dear Board Members:

The Annual Comprehensive Financial Report of the Pennsylvania Cyber Charter School (the School) for the fiscal year ended June 30, 2021, 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 requires 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, 2020. This was the third 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.





The Pennsylvania Cyber Charter School

## **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 two cyber charter schools accredited by the prestigious Middle States Association. Additionally, the National Collegiate Athletic Association and AdvancED accredit our curriculum. 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.



The Pennsylvania Cyber Charter School

**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.

| <u>Fiscal Year</u> | <u>FTE Student Enrollment</u> | <u>Percent Change</u> |
|--------------------|-------------------------------|-----------------------|
| 2020-2021          | 11,466                        | 8.99%                 |
| 2019-2020          | 10,520                        | -0.73%                |
| 2018-2019          | 10,597                        | 1.77%                 |
| 2017-2018          | 10,413                        | 1.34%                 |
| 2016-2017          | 10,275                        | 3.74%                 |

**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 serves its students in accordance with its visions and mission statements. The School provides student-centered service that empower 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.



The Pennsylvania Cyber Charter School

### 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.



The Pennsylvania Cyber Charter School

### OTHER INFORMATION

#### *Independent Audit*

The Commonwealth of Pennsylvania statutes 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* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). 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 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 Comprehensive Annual  
Financial Report  
For the Fiscal Year Ended

June 30, 2020

*Christopher P. Morill*

Executive Director/CEO

**THE PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA**

**Roster of Officials  
June 30, 2021**

**Members of the Board of Trustees**

Officers:

|                            |                |
|----------------------------|----------------|
| Edward Elder               | President      |
| Phillip Tridico (deceased) | Vice President |

Board Members:

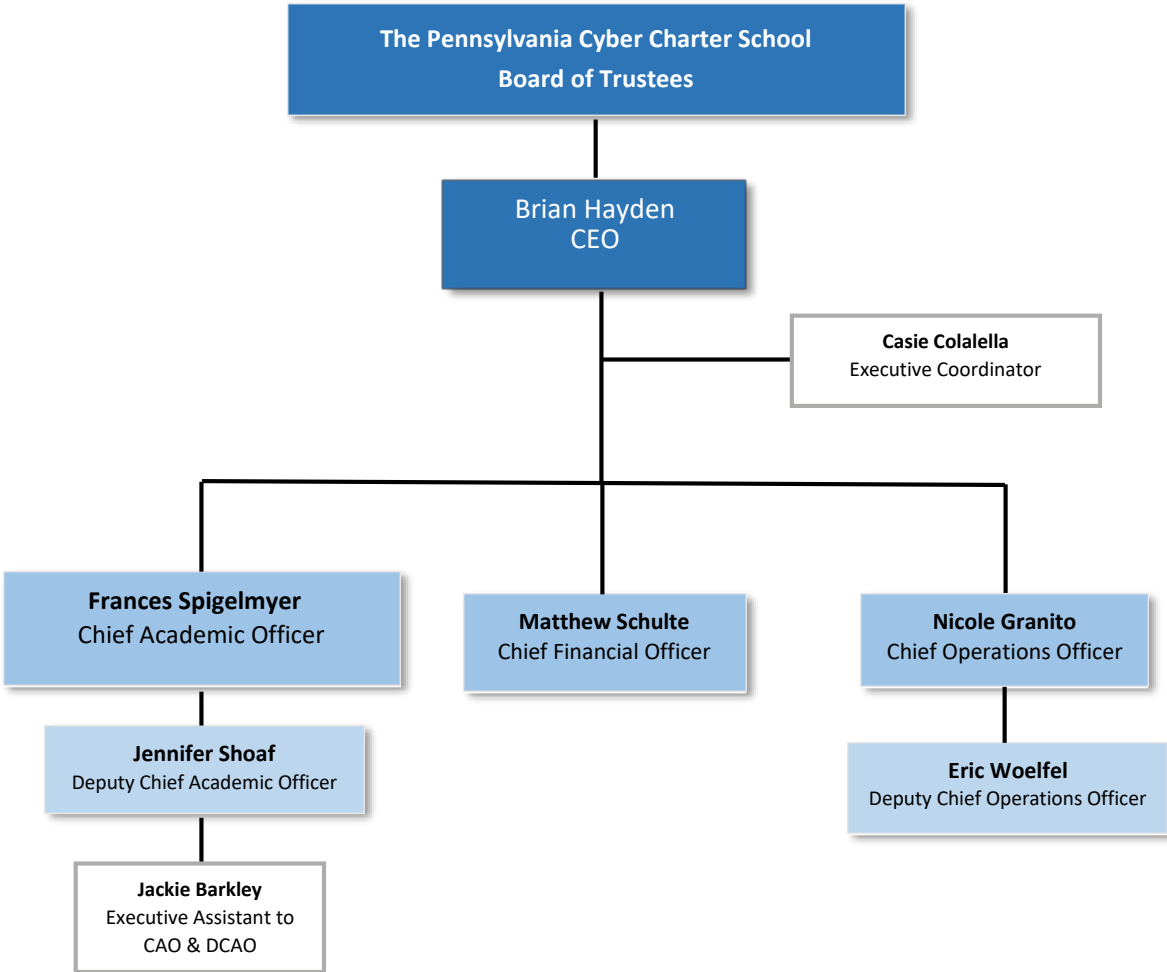
Jayne Lingenfelder (resigned October 2020)  
Kristin Zarnoch (resigned May 2021)  
Marc Stawderman  
Melissa DiSanto Castellanno  
Logan Clark  
Tom Dorsey  
Chester Thompson  
Stephen Robinson

Non-Voting Members:

|                 |                                   |
|-----------------|-----------------------------------|
| Brian Hayden    | Chief Executive Officer           |
| Matthew Schulte | Chief Financial Officer/Treasurer |
| Cheryl Leydig   | Board Secretary                   |
| Joseph Askar    | Solicitor                         |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL  
MIDLAND, PENNSYLVANIA**

**Organizational Chart - Administration**  
**June 30, 2021**



# **FINANCIAL SECTION**





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 Financial Statements**

We have audited the accompanying 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, 2021, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements as listed in financial section of the table of contents.

#### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

*(continued)*

**Independent Auditor's Report**

*(continued)*

***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities and each major fund of Pennsylvania Cyber Charter School, as of June 30, 2021, 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.

***Other Matters***

***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 14 through 24 and 59 through 65 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or 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.

***Other 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 the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), introductory section and statistical section are presented for purposes of additional analysis and are 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. Such 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 Matters (continued)***

*Other Information (continued)*

The introductory section and statistical section listed in the table of contents has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provided any assurance on it.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 20, 2021 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  
December 20, 2021

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management’s Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

Our discussion and analysis of the Pennsylvania Cyber Charter School’s (the School) financial performance provides an overview of the School’s financial activities for the fiscal year ended June 30, 2021. Please review this information in conjunction with the School’s financial statements that begin on page 25.

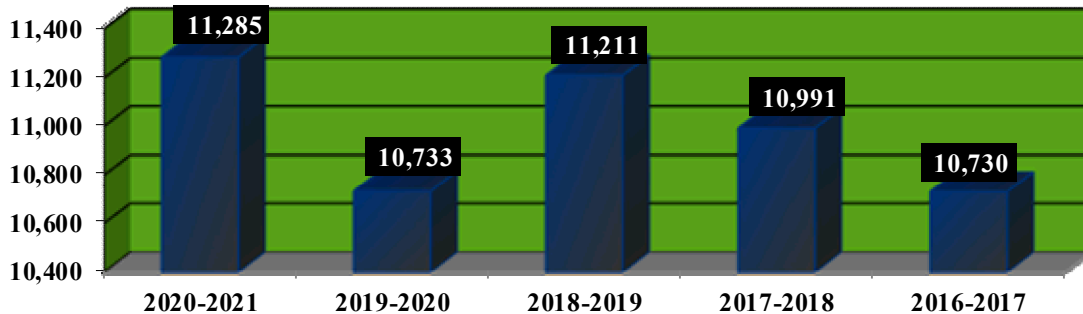
The Management’s Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments issued June 1999.

**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) May Enrollment Summaries



The School’s total assets and deferred outflows of resources exceeded total liabilities and deferred inflows of resources as of June 30, 2021 by \$65,416,160. As of June 30, 2021, the School reported an unassigned ending fund balance of \$63,308,395 that may be used at the School’s discretion. This amount equates to 42.68% of total General Fund Expenditures. The \$63,308,395 balance represents a \$30,824,476 increase from the June 30, 2020 balance of \$32,483,919.

The School’s governmental fund balance was \$149,776,794 as of June 30, 2021 and consisted of the following:

|                                        |            |
|----------------------------------------|------------|
| Nonspendable                           |            |
| Prepays and deposits                   | \$ 308,200 |
| Spendable                              |            |
| Committed To:                          |            |
| Future PSERS retirement rate increases | 28,193,887 |
| Future healthcare cost increases       | 9,880,167  |
| Lease obligations                      | 8,685,976  |
| Stabilization fund                     | 37,838,000 |

*(continued)*



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**FINANCIAL HIGHLIGHTS (continued)**

Governmental fund balance (continued)

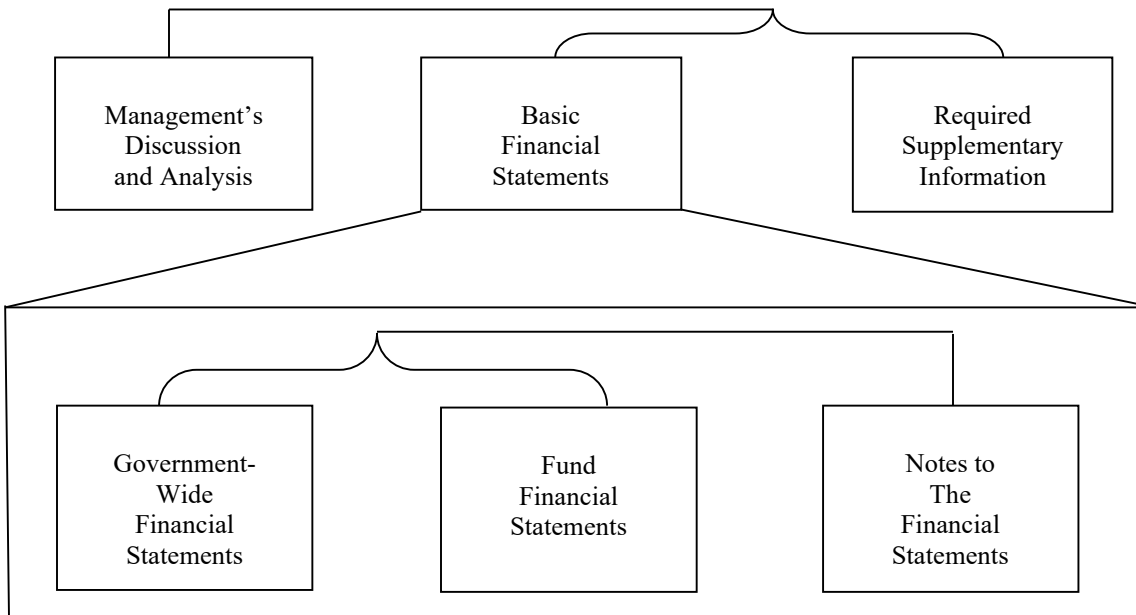
|                                            |                              |
|--------------------------------------------|------------------------------|
| Assigned To:                               |                              |
| Future OPEB liability                      | 1,309,583                    |
| Future special education legal obligations | 252,586                      |
| Unassigned                                 | <u>63,308,395</u>            |
| Total Fund Balance                         | <u><u>\$ 149,776,794</u></u> |

**USING THE BASIC FINANCIAL STATEMENTS**

This Basic Financial Statements consists 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 25 and 26, provide information about the activities of the School as a whole and present a longer-term view of the School's financial position. Fund Financial Statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. There are two parts to the Fund Financial Statements: 1) the governmental 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



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**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, 2021?" 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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**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 governmental fund is reflected in reconciliations on pages 28 and 30.

*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 School's total net position was \$65,416,160 at June 30, 2021 and \$29,983,677 at June 30, 2020.

|                                       | <u>June 30, 2021</u>        | <u>June 30, 2020</u>        |
|---------------------------------------|-----------------------------|-----------------------------|
| Current assets                        | \$ 163,095,635              | \$ 121,910,987              |
| Capital assets                        | 39,719,499                  | 38,851,517                  |
| Noncurrent assets                     | <u>5,001,757</u>            | <u>4,806,747</u>            |
| <b>Total Assets</b>                   | <b>207,816,891</b>          | <b>165,569,251</b>          |
| <b>Deferred Outflows of Resources</b> | <b>37,411,749</b>           | <b>33,413,722</b>           |
| Current liabilities                   | 10,730,527                  | 11,552,209                  |
| Noncurrent liabilities                | <u>164,959,209</u>          | <u>151,821,883</u>          |
| <b>Total Liabilities</b>              | <b>175,689,736</b>          | <b>163,374,092</b>          |
| <b>Deferred Inflows of Resources</b>  | <u>4,122,744</u>            | <u>5,625,204</u>            |
| Net investment in capital assets      | 39,134,687                  | 37,263,451                  |
| Unrestricted                          | <u>26,281,473</u>           | <u>(7,279,774)</u>          |
| <b>Total Net Position</b>             | <b><u>\$ 65,416,160</u></b> | <b><u>\$ 29,983,677</u></b> |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE (continued)**

Total current assets increased by \$41,184,648 leading to an overall increase in total assets of \$42,247,640 from the prior year. In addition, total liabilities increased by \$12,315,644 while total net position increased by \$35,432,483. The increase in net position was higher than budgeted. See the "Comparison for Budget to Actual Variances" section on page 22 for additional information. Overall, the School's financial position has improved.

The majority of the increase in total liabilities relates to the School's proportionate share of the PSERS net pension liability. 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 26. 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.

Table A-2 takes the information from the Statement of Activities, rearranges it slightly, so you can see total revenues for the year. Prior year information is also provided for a comparative analysis of government-wide data.

Table A-2  
Changes in Net Position  
Fiscal Years Ended June 30, 2021 and June 30, 2020

|                                          | <u>June 30, 2021</u> | <u>June 30, 2020</u> |
|------------------------------------------|----------------------|----------------------|
| Revenues                                 |                      |                      |
| <u>Program revenues:</u>                 |                      |                      |
| Operating grants and contributions       | \$ 8,021,669         | \$ 6,798,052         |
| <u>General revenues:</u>                 |                      |                      |
| Payments from local educational agencies | 180,537,690          | 159,685,518          |
| Investment earnings                      | 298,740              | 1,576,363            |
| Other income                             | 690,828              | 190,745              |
| <b>Total Revenues</b>                    | <u>189,548,927</u>   | <u>168,250,678</u>   |
| Expenses                                 |                      |                      |
| Instructional services                   | 101,414,282          | 103,358,698          |
| Support services                         | 47,245,806           | 46,734,285           |
| Non-instructional services               | 188,525              | 413,609              |
| Unallocated depreciation                 | 5,267,831            | 5,565,998            |
| <b>Total Expenses</b>                    | <u>154,116,444</u>   | <u>156,072,590</u>   |
| <b>Increase in Net Position</b>          | 35,432,483           | 12,178,088           |
| Net Position, Beginning                  | 29,983,677           | 17,805,589           |
| Net Position, Ending                     | <u>\$ 65,416,160</u> | <u>\$ 29,983,677</u> |



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE (continued)**

The tables below present the expenses of the Governmental Activities of the School.

Tables A-3 and A-4 show the School's four largest functions - instructional 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.

Table A-3  
Fiscal Year Ended June 30, 2021  
Governmental Activities

| <u><b>Function/Programs</b></u>               | <u>Total Cost of Service</u> | <u>Net Cost of Services</u>      |
|-----------------------------------------------|------------------------------|----------------------------------|
| Instructional services                        | \$ 101,414,282               | \$ 96,114,067                    |
| Support services                              | 47,245,806                   | 44,647,297                       |
| Non-instructional services                    | 188,525                      | 65,580                           |
| Unallocated depreciation                      | <u>5,267,831</u>             | <u>5,267,831</u>                 |
| <b>Total Governmental Activities</b>          | <u><u>\$ 154,116,444</u></u> | <u>146,094,775</u>               |
| <br>Total Needs from Local and Other Revenues |                              | <br><u><u>\$ 146,094,775</u></u> |

Table A-4  
Fiscal Year Ended June 30, 2020  
Governmental Activities

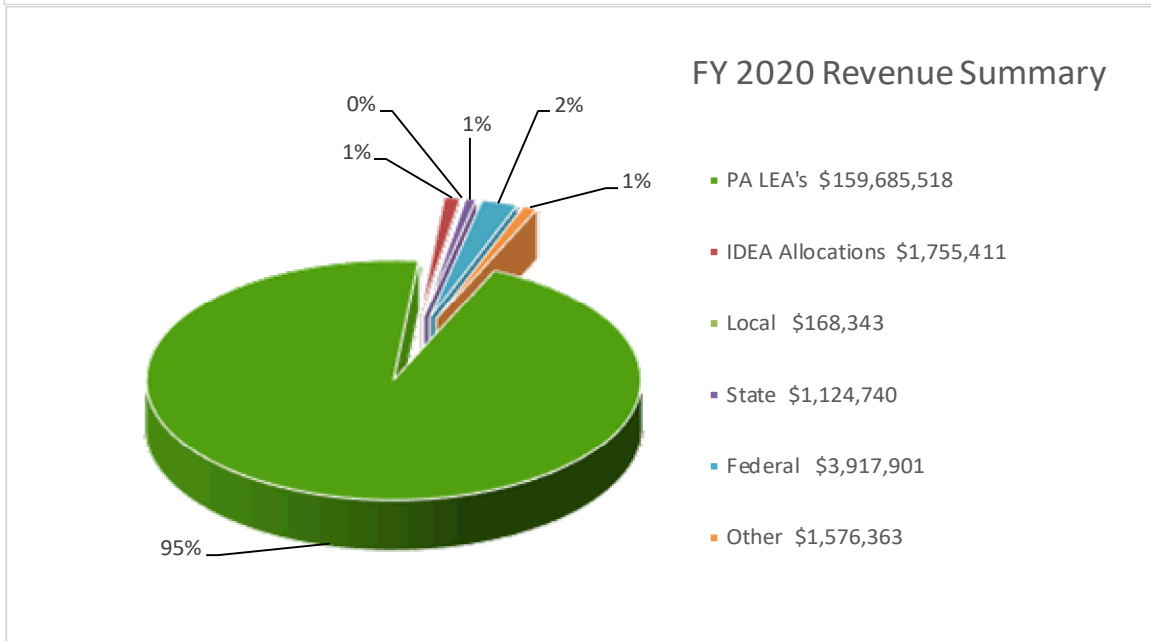
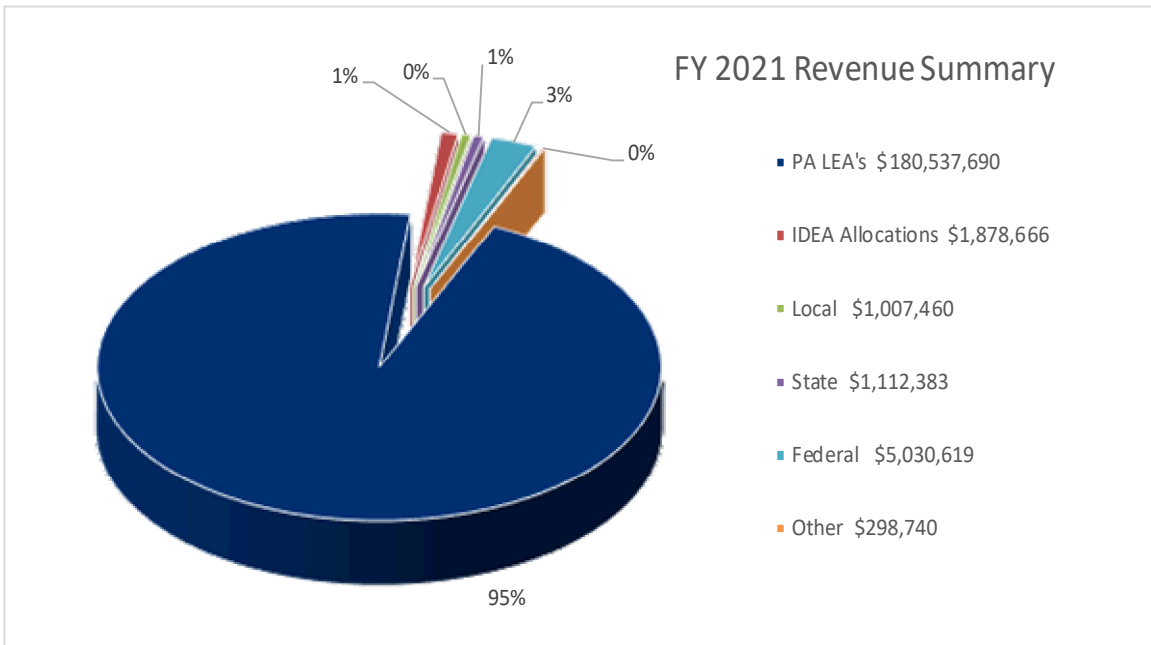
| <u><b>Function/Programs</b></u>               | <u>Total Cost of Service</u> | <u>Net Cost of Services</u>      |
|-----------------------------------------------|------------------------------|----------------------------------|
| Instructional services                        | \$ 103,358,698               | \$ 99,016,630                    |
| Support services                              | 46,734,285                   | 44,344,725                       |
| Non-instructional services                    | 413,609                      | 347,185                          |
| Unallocated depreciation                      | <u>5,565,998</u>             | <u>5,565,998</u>                 |
| <b>Total Governmental Activities</b>          | <u><u>\$ 156,072,590</u></u> | <u>149,274,538</u>               |
| <br>Total Needs from Local and Other Revenues |                              | <br><u><u>\$ 149,274,538</u></u> |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**THE SCHOOL'S FUNDS**

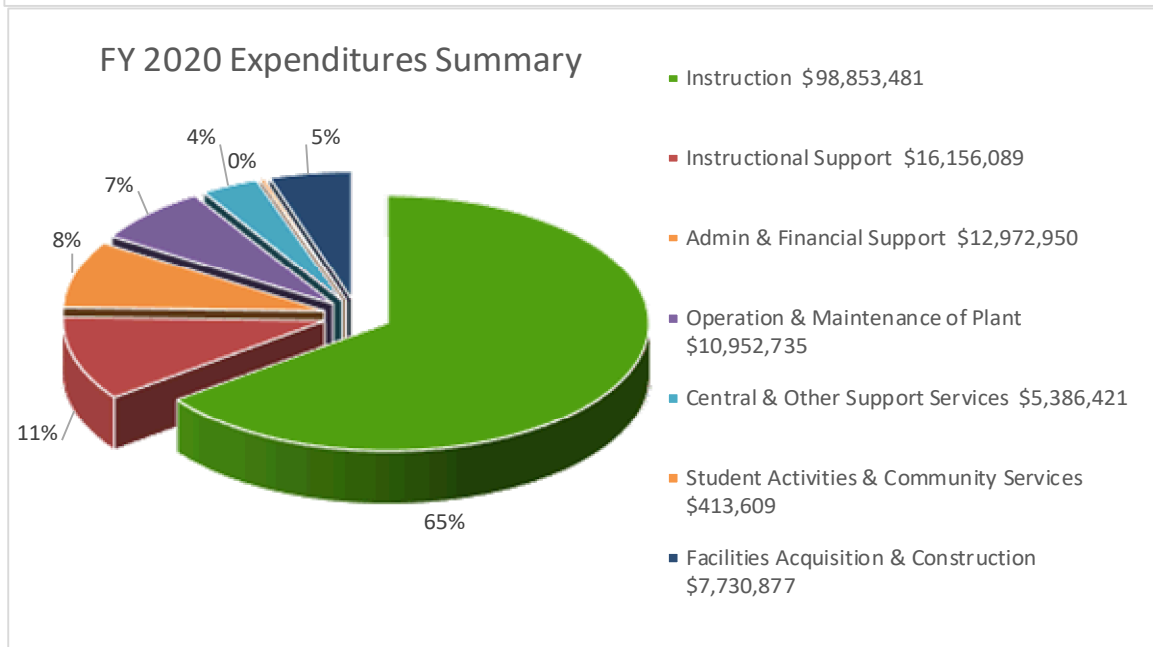
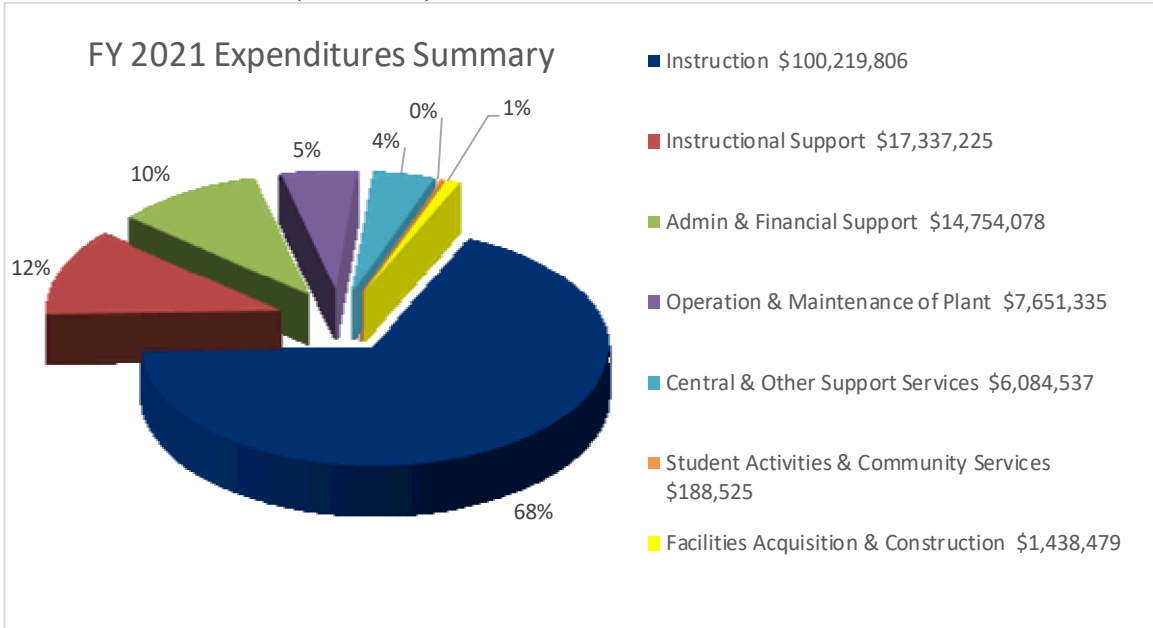
**General Fund**

The General Fund, which accounts for the School's operations, had an unassigned fund balance of \$63,308,395, as noted on page 27. This represents an increase of \$30,834,476 from 2019-2020 operations. This increase was mainly due to a Net Change in Fund Balance of \$42,216,024. The increase in net fund balance was higher than budgeted. See the "Comparison for Budget to Actual Variances" section on page 22 for additional information.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**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 \$167,142,689. Actual revenues and other financing sources were more than this budget amount by \$22,747,320. The expenditures were budgeted at \$162,724,861. Actual expenditures were less than budgeted expenditures by approximately \$15,050,876. A schedule showing the School's original and final budget amounts compared to actual amounts is provided on page 59.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**THE SCHOOL'S FUNDS (continued)**

**Comparison of Budget to Actual Variances**

The COVID-19 Pandemic continued to impact the school's operations during the 2020/2021 school year. To explain, on March 13, 2020, Governor Wolf of Pennsylvania announced the closure of all Pennsylvania Schools for a two-week period. Additionally, on April 9, 2020, Governor Wolf extended the period of closure for all Pennsylvania schools for the remainder of the 2019/2020 academic year. These actions were taken to mitigate the spread of the virus during this national crisis and period of uncertainty. Yet, despite the closure of the school's physical facilities, during this time period, PA Cyber developed its budget during this period of uncertainty in the spring of 2020 for the upcoming school year – 2020/2021. According to the PA school code, school district must pass a final budget by June 30 each year.

During the 2020-2021 fiscal year, PA Cyber experienced an increase in fund balance of the General Fund and net position. With respect to revenues, the primary underlying reason for this increase was an increase in local revenues from school districts.

Unlike traditional school districts, whose revenues are driven by local tax revenue, PA Cyber's revenues are derived primarily by two factors: student enrollment and Selected Expenditures per ADM. PA Cyber is a school of choice. Therefore, enrollment of students is determined by students' families across the Commonwealth of Pennsylvania. Accordingly, students who attend PA Cyber choose to do so. As such, PA Cyber enrolls students throughout its school year. Also, throughout the school year, students also may choose to withdraw from PA Cyber.

PA Cyber took a conservative approach with respect to the derivation of revenues associated with enrollment and anticipated a modest decline in student enrollment associated with the 2020/2021 school year. PA Cyber's enrollment during the previous fiscal year, in which a decline of 7% of revenues from LEA's was observed and was a primary factor in the enrollment forecast. As in the past, PA Cyber utilized monthly enrollment and withdrawal trends.

Additionally, PA Cyber's estimate of enrollment for the 2020/2021 school year was based upon two new factors:

- The COVID-19 Pandemic
- The introduction of new curriculum and new learning management system

PA Cyber surmised that students would enroll in their resident school district given that many school districts throughout Pennsylvania had created internet delivered curriculum and teaching. Therefore, the competition for cyber students dramatically increased as school districts throughout Pennsylvania were forced to develop their own virtual programs. Further, PA Cyber anticipated a decrease in enrollment due to the introduction of a new curriculum and a new learning management system.

However, due to the COVID-19 pandemic, PA Cyber experienced an unforeseen surge in enrollment of students. This was the primary reason why local revenues increased by 6.9%.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**THE SCHOOL'S FUNDS (continued)**

**Comparison of Budget to Actual Variances (continued)**

With respect to the Selected Expenditures per ADM, each individual LEA local education agencies determines its Selected Expenditures per ADM which is the rate PA Cyber receives for educated students. The Selected Expenditure per-student are calculated by each LEA on an annual basis for nonspecial education students and special education students. To explain, charter schools in Pennsylvania are funded by a formula (coded into law) wherein the LEA's send charter schools a per-student payment. The per-student payment is calculated by each LEA on an annual basis for nonspecial education students and special education students. On average, for the past 18 years, PA Cyber has experienced an increase of 3% in the per-student payment calculation for the LEA's throughout Pennsylvania. Accordingly, PA Cyber budgeted for this increase of 3%. However, due to unforeseen factors, the average per-student payment increased in the 2020-2021 school year. As previously mentioned, PA Cyber does not calculate this per-student payment. Rather the individual LEA's calculate this payment.

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 equipment/furniture. With respect to salaries/benefits, PA Cyber budgeted for additional positions that were anticipated to be filled during the 2020/2021 school year. To be succinct, many hires were delayed while other open positions were not filled during the 2020/2021 school year as a result of the pandemic. A reason for this circumstance was that providing on-site in-person training for new employees during the pandemic was not possible because the school buildings were closed. The result was a decrease in actual expenditures for salaries/benefits compared to budgeted expenditures. These open positions will be filled during the 2021/2022 school year.

PA Cyber also budgeted monies for a multi-million-dollar renovation project for one of its facilities located in Midland, PA. The project was scheduled to begin during the 2017-2018 school year. However, the start date of the project was delayed due to design changes. The design changes led to an increase in the cost for the project. In addition, the project was halted altogether at one point during the COVID-19 pandemic, and this delayed the project. Further, building materials necessary for the construction project were significantly delayed once the project commenced. This is a direct result of the unavailability of building materials due to the pandemic. However, the project is currently underway and will be completed during the 2021/2022 school year.

Other construction/renovations scheduled for field office in Philadelphia, Harrisburg, and Greensburg, PA were also delayed for the same reasons as noted above. Renovation/construction projects experienced a delay in not only building materials, but also procurement and delivery of furniture, equipment, signage, etc.

During the 2020/2021 school year, monies were budgeted for professional services. As a result of the pandemic, the services were not utilized for such activities associated with construction/renovation projects, and marketing initiatives.

Therefore, both internal and external factors led to the positive variance associated with expenditures.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Management's Discussion and Analysis**  
**Required Supplementary Information**  
**June 30, 2021**

**THE SCHOOL'S FUNDS (continued)**

**CAPITAL ASSETS AND DEBT ADMINISTRATION**

**Capital Assets**

At June 30, 2021, the School's Governmental Activities had \$39,134,687 invested in a broad range of capital assets, including land, buildings and improvements, furniture and equipment and construction in progress. This amount represents a net increase of \$1,871,236 from last year. The increase in capital assets is primarily due to computer purchases and building renovations. A building in Midland, PA is currently being renovated. 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, 2021, the School had no outstanding debt.

**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 21<sup>st</sup> 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, 2021**

| <b><u>ASSETS</u></b>                             | <b><u>Governmental<br/>Activities</u></b> |
|--------------------------------------------------|-------------------------------------------|
| Current Assets                                   |                                           |
| Cash and cash equivalents                        | \$ 134,109,482                            |
| Investments                                      | 13,353,053                                |
| Intergovernmental receivables, net               | 14,693,458                                |
| Other receivables                                | 356,580                                   |
| Current portion of note receivable               | 340,000                                   |
| Deposits                                         | 92,197                                    |
| Prepays                                          | 150,865                                   |
| <b>Total Current Assets</b>                      | <b>163,095,635</b>                        |
| Noncurrent Assets                                |                                           |
| Land                                             | 1,101,631                                 |
| Buildings and improvements (net of depreciation) | 15,440,494                                |
| Furniture and equipment (net of depreciation)    | 1,745,283                                 |
| Computer equipment (net of depreciation)         | 9,501,273                                 |
| Construction in progress                         | 11,930,818                                |
| Deposits                                         | 75,853                                    |
| Other receivables                                | 165,904                                   |
| Note receivable, net of current portion          | 4,760,000                                 |
| <b>Total Noncurrent Assets</b>                   | <b>44,721,256</b>                         |
| <b>Total Assets</b>                              | <b>207,816,891</b>                        |
| <b>Deferred Outflows of Resources</b>            | <b>37,411,749</b>                         |
| <b><u>LIABILITIES</u></b>                        |                                           |
| Current Liabilities                              |                                           |
| Intergovernmental payables                       | 235,922                                   |
| Accounts payable                                 | 2,908,884                                 |
| Claims and judgments payable                     | 149,965                                   |
| Retainage payable                                | 111,752                                   |
| Accrued salaries and benefits                    | 1,979,032                                 |
| Retirement payable                               | 4,247,106                                 |
| Other payables                                   | 2,200                                     |
| Accrued healthcare costs                         | 1,095,666                                 |
| <b>Total Current Liabilities</b>                 | <b>10,730,527</b>                         |
| Noncurrent Liabilities                           |                                           |
| Claims and judgments payable                     | 102,221                                   |
| Net pension liability                            | 156,678,549                               |
| Net OPEB liability                               | 8,178,439                                 |
| <b>Total Noncurrent Liabilities</b>              | <b>164,959,209</b>                        |
| <b>Total Liabilities</b>                         | <b>175,689,736</b>                        |
| <b>Deferred Inflows of Resources</b>             | <b>4,122,744</b>                          |
| <b><u>NET POSITION</u></b>                       |                                           |
| Net investment in capital assets                 | 39,134,687                                |
| Unrestricted deficit                             | 26,281,473                                |
| <b>Total Net Position</b>                        | <b>\$ 65,416,160</b>                      |

*See accompanying notes to the financial statements.*



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Activities**  
**Fiscal Year Ended June 30, 2021**

| Functions/Programs                          | Expenses              | Program Revenues     |                                    |                                  | Net (Expense) Revenue and Changes in Net Position |
|---------------------------------------------|-----------------------|----------------------|------------------------------------|----------------------------------|---------------------------------------------------|
|                                             |                       | Charges for Services | Operating Grants and Contributions | Capital Grants and Contributions |                                                   |
| <b>Governmental Activities</b>              |                       |                      |                                    |                                  |                                                   |
| Instructional Services                      |                       |                      |                                    |                                  |                                                   |
| Regular instruction                         | \$ 65,847,007         | \$ -                 | \$ 3,286,476                       | \$ -                             | \$ (62,560,531)                                   |
| Special instruction                         | 35,510,070            | -                    | 2,013,739                          | -                                | (33,496,331)                                      |
| Vocational instruction                      | -                     | -                    | -                                  | -                                | -                                                 |
| Other instructional programs                | 42,632                | -                    | -                                  | -                                | (42,632)                                          |
| Higher education programs                   | 14,573                | -                    | -                                  | -                                | (14,573)                                          |
| <b>Total Instructional Services</b>         | <b>101,414,282</b>    | <b>-</b>             | <b>5,300,215</b>                   | <b>-</b>                         | <b>(96,114,067)</b>                               |
| Support Services                            |                       |                      |                                    |                                  |                                                   |
| Pupil personnel                             | 13,727,833            | -                    | 484,037                            | -                                | (13,243,796)                                      |
| Instructional staff                         | 4,831,245             | -                    | 1,228,044                          | -                                | (3,603,201)                                       |
| Administration                              | 7,913,190             | -                    | 407,086                            | -                                | (7,506,104)                                       |
| Pupil health                                | 931,390               | -                    | 175,872                            | -                                | (755,518)                                         |
| Business services                           | 6,740,499             | -                    | -                                  | -                                | (6,740,499)                                       |
| Operation of plant and maintenance services | 6,720,298             | -                    | 49,698                             | -                                | (6,670,600)                                       |
| Student transportation services             | -                     | -                    | -                                  | -                                | -                                                 |
| Support services - central                  | 6,381,351             | -                    | 253,772                            | -                                | (6,127,579)                                       |
| <b>Total Support Services</b>               | <b>47,245,806</b>     | <b>-</b>             | <b>2,598,509</b>                   | <b>-</b>                         | <b>(44,647,297)</b>                               |
| Non-Instructional Services                  |                       |                      |                                    |                                  |                                                   |
| Student activities                          | 98,388                | -                    | 32,816                             | -                                | (65,572)                                          |
| Food services                               | -                     | -                    | -                                  | -                                | -                                                 |
| Community services                          | 90,137                | -                    | 90,129                             | -                                | (8)                                               |
| Facilities                                  | -                     | -                    | -                                  | -                                | -                                                 |
| Interest on long-term debt                  | -                     | -                    | -                                  | -                                | -                                                 |
| Other expense                               | -                     | -                    | -                                  | -                                | -                                                 |
| Unallocated depreciation expense            | 5,267,831             | -                    | -                                  | -                                | (5,267,831)                                       |
| <b>Total Non-Instructional Services</b>     | <b>5,456,356</b>      | <b>-</b>             | <b>122,945</b>                     | <b>-</b>                         | <b>(5,333,411)</b>                                |
| <b>Total Governmental Activities</b>        | <b>\$ 154,116,444</b> | <b>\$ -</b>          | <b>\$ 8,021,669</b>                | <b>\$ -</b>                      | <b>(146,094,775)</b>                              |
| <b>General Revenues:</b>                    |                       |                      |                                    |                                  |                                                   |
| Payments from local educational agencies    |                       |                      |                                    |                                  | 180,537,690                                       |
| Investment earnings                         |                       |                      |                                    |                                  | 298,740                                           |
| Gain on disposal of capital assets          |                       |                      |                                    |                                  | 23,368                                            |
| Miscellaneous income                        |                       |                      |                                    |                                  | 667,460                                           |
| <b>Total General Revenues</b>               |                       |                      |                                    |                                  | <b>181,527,258</b>                                |
| <b>Change in Net Position</b>               |                       |                      |                                    |                                  | <b>35,432,483</b>                                 |
| Net Position - July 1, 2020                 |                       |                      |                                    |                                  | 29,983,677                                        |
| Net Position - June 30, 2021                |                       |                      |                                    |                                  | <b>\$ 65,416,160</b>                              |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Balance Sheet – Governmental Fund**  
**June 30, 2021**

|                                            | <b>General Fund</b>   |
|--------------------------------------------|-----------------------|
| <b><u>ASSETS</u></b>                       |                       |
| Cash and cash equivalents                  | \$ 130,104,737        |
| Investments                                | 13,353,053            |
| Intergovernmental receivables, net         | 14,693,458            |
| Other receivables                          | 690,891               |
| Deposits                                   | 168,050               |
| Prepays                                    | 140,150               |
| <b>Total Assets</b>                        | <b>\$ 159,150,339</b> |
| <b><u>LIABILITIES</u></b>                  |                       |
| Accounts payable                           | \$ 2,908,884          |
| Accrued salaries and benefits              | 1,979,032             |
| Intergovernmental payable                  | 235,922               |
| Retirement payable                         | 4,247,106             |
| Claims and judgments payable               | 401                   |
| Other payables                             | 2,200                 |
| <b>Total Liabilities</b>                   | <b>9,373,545</b>      |
| <b><u>FUND BALANCE</u></b>                 |                       |
| Nonspendable                               |                       |
| Prepays and deposits                       | 308,200               |
| Spendable                                  |                       |
| Committed To:                              |                       |
| Future PSERS retirement rate increases     | 28,193,887            |
| Future healthcare cost increases           | 9,880,167             |
| Lease obligations                          | 8,685,976             |
| Stabilization fund                         | 37,838,000            |
| Assigned To:                               |                       |
| Future OPEB liability                      | 1,309,583             |
| Future special education legal obligations | 252,586               |
| Unassigned                                 | 63,308,395            |
| <b>Total Fund Balance</b>                  | <b>149,776,794</b>    |
| <b>Total Liabilities and Fund Balance</b>  | <b>\$ 159,150,339</b> |

*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**  
**Fiscal Year Ended June 30, 2021**

**TOTAL FUND BALANCE - GOVERNMENTAL FUND** \$ 149,776,794

Amounts reported for *governmental activities* in the statement of net position are different because:

Capital Assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds.

|                                |              |
|--------------------------------|--------------|
| Cost of all capital assets     | 68,103,363   |
| Less: accumulated depreciation | (28,383,864) |

Note receivable is utilized in the governmental activities as a financial resource and is not reported as an asset in the governmental funds.

|                   |           |
|-------------------|-----------|
| Long-term portion | 4,760,000 |
|-------------------|-----------|

Certain liabilities are not due and payable in the current period and therefore are not reported in the government funds.

|                              |               |
|------------------------------|---------------|
| Retainage payable            | (111,752)     |
| Net OPEB liability           | (8,178,439)   |
| Claims and judgments payable | (251,785)     |
| Net pension liability        | (156,678,549) |

|                                                                                          |            |
|------------------------------------------------------------------------------------------|------------|
| Deferred outflows of resources related to the School's net pension and OPEB liabilities. | 37,411,749 |
|------------------------------------------------------------------------------------------|------------|

|                                                                                         |             |
|-----------------------------------------------------------------------------------------|-------------|
| Deferred inflows of resources related to the School's net pension and OPEB liabilities. | (4,122,744) |
|-----------------------------------------------------------------------------------------|-------------|

|                                                                                                                                                                                                                                                  |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| The internal service fund is used by management to account for medical benefits of the School's employees. The assets and liabilities of the internal service fund are included in the governmental activities in the statement of net position. | 3,091,387 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|

**TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES** **\$ 65,416,160**

*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, 2021**

|                                             | <b>General Fund</b> |
|---------------------------------------------|---------------------|
| <b><u>REVENUES</u></b>                      |                     |
| Local sources                               | \$ 183,722,556      |
| State sources                               | 1,112,383           |
| Federal sources                             | 5,030,619           |
| <b>Total Revenues</b>                       | 189,865,558         |
| <b><u>EXPENDITURES</u></b>                  |                     |
| Instructional services                      | 100,219,806         |
| Support services                            | 45,827,175          |
| Non-instructional services                  | 188,525             |
| Capital outlay                              | 1,438,479           |
| <b>Total Expenditures</b>                   | 147,673,985         |
| <b>Excess of Revenues Over Expenditures</b> | 42,191,573          |
| <b><u>OTHER FINANCING SOURCES</u></b>       |                     |
| Proceeds from disposal of capital assets    | 24,451              |
| <b>Net Change in Fund Balance</b>           | 42,216,024          |
| Fund Balance - July 1, 2020                 | 107,560,770         |
| Fund Balance - June 30, 2021                | \$ 149,776,794      |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Reconciliation of the Governmental Fund –**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance to the Statement of Activities**  
**Fiscal Year Ended June 30, 2021**

**NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND** \$ 42,216,024

Amounts reported for *governmental activities* in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

|                            |                    |           |
|----------------------------|--------------------|-----------|
| Add: capital outlays       | \$ 6,598,385       |           |
| Less: depreciation expense | <u>(5,267,831)</u> | 1,330,554 |

The governmental funds report 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. (1,083)

The portion of the notes receivable which was receivable in the current year is treated as revenue on the fund statements, while, on the government-wide statements, it is treated as a reduction to notes receivable. (340,000)

Certain items reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds.

|                                       |  |             |
|---------------------------------------|--|-------------|
| Other postemployment benefits expense |  | (204,001)   |
| Pension expense                       |  | (7,375,012) |

Difference in amount expensed on the statement of activities for claims and judgments due to the timing of when the liability is recognized. (138,144)

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. (55,855)

**CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES** **\$ 35,432,483**

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Net Position – Proprietary Fund**  
**June 30, 2021**

|                            |    | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> |
|----------------------------|----|--------------------------------------------------------------------|
|                            |    | <b>Health<br/>Insurance Fund</b>                                   |
| <b><u>ASSETS</u></b>       |    |                                                                    |
| Current Assets             |    |                                                                    |
| Cash and cash equivalents  | \$ | 4,004,745                                                          |
| Other receivables          |    | 171,593                                                            |
| Prepaid Expenses           |    | <u>10,715</u>                                                      |
| <b>Total Assets</b>        |    | 4,187,053                                                          |
| <b><u>LIABILITIES</u></b>  |    |                                                                    |
| Current Liabilities        |    |                                                                    |
| Accrued healthcare costs   |    | <u>1,095,666</u>                                                   |
| <b>Total Liabilities</b>   |    | <u>1,095,666</u>                                                   |
| <b><u>NET POSITION</u></b> |    |                                                                    |
| Unrestricted               | \$ | <u><u>3,091,387</u></u>                                            |

*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, 2021**

|                                   | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> | <b>Health Insurance<br/>Fund</b> |
|-----------------------------------|--------------------------------------------------------------------|----------------------------------|
| <b><u>OPERATING REVENUES</u></b>  |                                                                    |                                  |
| Charges for services              | \$ <u>12,790,856</u>                                               |                                  |
| <b>Total Operating Revenues</b>   | 12,790,856                                                         |                                  |
| <b><u>OPERATING EXPENSES</u></b>  |                                                                    |                                  |
| Cost of services                  | 11,661,735                                                         |                                  |
| Administrative                    | <u>1,184,976</u>                                                   |                                  |
| <b>Total Operating Expenses</b>   | <u>12,846,711</u>                                                  |                                  |
| <b>Operating Loss</b>             | (55,855)                                                           |                                  |
| <b><u>OPERATING TRANSFERS</u></b> |                                                                    |                                  |
| Transfers from general fund       | <u>-</u>                                                           |                                  |
| <b>Change in Net Position</b>     | (55,855)                                                           |                                  |
| Net Position - July 1, 2020       | <u>3,147,242</u>                                                   |                                  |
| Net Position - June 30, 2021      | <u><u>\$ 3,091,387</u></u>                                         |                                  |

*See accompanying notes to the financial statements.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Statement of Cash Flows – Proprietary Fund**  
**Fiscal Year Ended June 30, 2021**

|                                                                                                   | <b>Governmental<br/>Activities -<br/>Internal Service<br/>Fund</b> |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                                                                                                   | <b>Health Insurance<br/>Fund</b>                                   |
| <u>Cash Flows From Operating Activities</u>                                                       |                                                                    |
| Receipts from interfund services provided                                                         | \$ 12,790,856                                                      |
| Payments to suppliers, net                                                                        | <u>(12,888,318)</u>                                                |
| <b>Net Cash Used in Operating Activities</b>                                                      | <u>(97,462)</u>                                                    |
| <b>Net Decrease In Cash and Cash Equivalents</b>                                                  | (97,462)                                                           |
| Cash and Cash Equivalents - July 1, 2020                                                          | <u>4,102,207</u>                                                   |
| Cash and Cash Equivalents - June 30, 2021                                                         | <u>\$ 4,004,745</u>                                                |
| <br><u>Reconciliation of Change in Net Position to Net Cash Used in<br/>Operating Activities:</u> |                                                                    |
| Operating Loss                                                                                    | \$ (55,855)                                                        |
| Adjustments to reconcile operating loss to net cash<br>used in operating activities:              |                                                                    |
| Changes in operating assets and liabilities                                                       |                                                                    |
| Increase in other receivables                                                                     | (171,593)                                                          |
| Increase in prepaid expenses                                                                      | (10,715)                                                           |
| Increase in accrued healthcare costs                                                              | <u>140,701</u>                                                     |
| <b>Net Cash Used In Operating Activities</b>                                                      | <u>\$ (97,462)</u>                                                 |

*See accompanying notes to the financial statements.*



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 1 - REPORTING ENTITY**

The Pennsylvania Cyber Charter School (the School) was formed under the laws of the state of Pennsylvania to provide elementary and secondary education to students through a computer managed learning system designed to meet individual 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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***A. Basis of Presentation (continued)***

Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that is required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business activity or governmental function is self-financing or draws from the general revenues of the School.

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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***B. Measurement Focus/Basis of Accounting (continued)***

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.

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, 2021 with revenues totaling \$167,142,689 and expenditures totaling \$162,724,861.

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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***C. Budgetary Process (continued)***

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.

***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, US 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, 2021:

- Direct obligations of the U.S. Governments, Government Sponsored Enterprise Securities and U.S. Treasury Securities 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, 2021:

|                                            |    |           |        |
|--------------------------------------------|----|-----------|--------|
| U.S. Treasury Securities                   | \$ | 1,292,399 | 9.68%  |
| Government Sponsored Enterprise Securities | \$ | 2,405,353 | 18.01% |

Money market funds totaling \$97,328,428 at June 30, 2021 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, 2021.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***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.

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:

| <u>Description</u>         | <u>Governmental Activities<br/>Estimated Lives</u> |
|----------------------------|----------------------------------------------------|
| Buildings and Improvements | 10 - 40 years                                      |
| Furniture and Equipment    | 3 - 15 years                                       |
| Computer Equipment         | 3 years                                            |

***H. Compensated Absences***

The School has no compensated absences as of June 30, 2021.

***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. Investments are reported at fair value.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**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 annually issues a publicly available financial report that can be obtained at [www.psers.pa.gov](http://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. 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. 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.

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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***J. Pension (continued)***

**Contributions**

Member Contributions:

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions:

The School's contractually required contribution rate for fiscal year ended June 30, 2021 was 33.51% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$16,385,689 for the fiscal year ended June 30, 2021.

***K. Other Postemployment Benefits (OPEB)***

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 (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***K. Other Postemployment Benefits (OPEB) (continued)***

Health Insurance Premium Assistance Program

The System provides Premium Assistance, which is a governmental cost sharing, multiple-employer OPEB plan 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, 2020, 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 by satisfying the following criteria:

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program.

Plan Description

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at [www.psers.pa.gov](http://www.psers.pa.gov).

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' HOP. As of the June 30, 2020, measurement date, there were no assumed future benefit increases to participating eligible retirees.

Employer Contributions

The School's contractually required contribution rate for fiscal year ended June 30, 2021 was 0.82% 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 \$398,821 for the fiscal year ended June 30, 2021.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

***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 30<sup>th</sup>; however, the amount can be determined subsequent to the release of the financial statements.

*Assigned* – Fund balances that contain self-imposed constraints of the government to be used for a particular purpose. The 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.

***M. Net Position***

Net position represents the difference between assets and deferred outflows and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

*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. 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, 2021, \$139,905,521 of the School's bank balance of \$140,163,440 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 \$134,109,482 as of June 30, 2021.

*Concentration of Credit Risk* – School deposits greater than five percent of total School deposits were with First National Bank as follows, at June 30, 2021:

|                     |                |        |
|---------------------|----------------|--------|
| First National Bank | \$ 134,101,563 | 99.99% |
|---------------------|----------------|--------|

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**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                   | \$ | 1,292,399 | 9.68%  |
| Government Sponsored Enterprise Securities | \$ | 2,405,353 | 18.01% |

*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.
- Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation (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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 4 - INVESTMENTS (continued)**

*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. The School’s balances of these investments at June 30, 2021, 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.

|                                                    | <u>Fair Value</u>     | <u>Rating</u> | <u>No<br/>Maturity Date</u> | <u>12 Months<br/>or Less</u> | <u>13 to 24<br/>Months</u> | <u>25 to 60<br/>Months</u> | <u>Greater Than<br/>60 Months</u> |
|----------------------------------------------------|-----------------------|---------------|-----------------------------|------------------------------|----------------------------|----------------------------|-----------------------------------|
| <b>Investments:</b>                                |                       |               |                             |                              |                            |                            |                                   |
| U.S. Treasury securities                           | \$ 1,292,399          | AAA           | \$ -                        | \$ -                         | \$ -                       | \$ 513,759                 | \$ 778,640                        |
| Government sponsored enterprise securities         | 2,405,353             | N/A           | -                           | 2,405,353                    | -                          | -                          | -                                 |
| Municipal bonds                                    | 441,100               | A             | -                           | -                            | -                          | -                          | 441,100                           |
| Municipal bonds                                    | 1,454,919             | AA            | -                           | -                            | -                          | 558,954                    | 895,965                           |
| Municipal bonds                                    | 51,619                | AAA           | -                           | -                            | -                          | 51,619                     | -                                 |
| Certificates of deposit                            | <u>7,707,663</u>      | N/A           | <u>-</u>                    | <u>1,755,863</u>             | <u>1,523,252</u>           | <u>2,385,611</u>           | <u>2,042,937</u>                  |
| <b>Total Investments</b>                           | 13,353,053            |               | -                           | 4,161,216                    | 1,523,252                  | 3,509,943                  | 4,158,642                         |
| <b>Cash and Cash Equivalents:</b>                  |                       |               |                             |                              |                            |                            |                                   |
| Money market funds                                 | <u>97,328,428</u>     | N/A           | <u>97,328,428</u>           | <u>-</u>                     | <u>-</u>                   | <u>-</u>                   | <u>-</u>                          |
| <b>Total Included in Cash and Cash Equivalents</b> | <u>97,328,428</u>     |               | <u>97,328,428</u>           | <u>-</u>                     | <u>-</u>                   | <u>-</u>                   | <u>-</u>                          |
| <b>Total Assets Considered Investments</b>         | <u>\$ 110,681,481</u> |               | <u>\$ 97,328,428</u>        | <u>\$ 4,161,216</u>          | <u>\$ 1,523,252</u>        | <u>\$ 3,509,943</u>        | <u>\$ 4,158,642</u>               |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 5 - INTERGOVERNMENTAL RECEIVABLES**

Amounts due from other governments represent receivables earned by the School. At June 30, 2021, the following amounts were receivable from other governmental units.

|                                              | Receivable    |
|----------------------------------------------|---------------|
| Governmental Units:                          |               |
| Federal - Grant Programs                     | \$ 831,774    |
| Local Educational Agencies, net of allowance | 13,861,684    |
| Totals                                       | \$ 14,693,458 |

**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 \$5,065,000 as of June 30, 2021.

**NOTE 6 - CAPITAL ASSETS**

A summary of capital assets recorded as of June 30, 2021 is as follows:

|                                               | Beginning<br>Balance | Increases   | Disposals/<br>Transfers | Ending Balance |
|-----------------------------------------------|----------------------|-------------|-------------------------|----------------|
| Capital assets, not being depreciated:        |                      |             |                         |                |
| Land                                          | \$ 1,101,631         | \$ -        | \$ -                    | \$ 1,101,631   |
| Construction in progress                      | 10,853,691           | 1,077,127   | -                       | 11,930,818     |
| Total capital assets, not being depreciated   | 11,955,322           | 1,077,127   | -                       | 13,032,449     |
| Capital assets, being depreciated:            |                      |             |                         |                |
| Buildings and improvements                    | 21,503,096           | 138,127     | -                       | 21,641,223     |
| Furniture and equipment                       | 5,542,562            | 494,613     | -                       | 6,037,175      |
| Computer equipment                            | 25,960,538           | 4,427,029   | (2,995,051)             | 27,392,516     |
| Total capital assets, being depreciated       | 53,006,196           | 5,059,769   | (2,995,051)             | 55,070,914     |
| Accumulated depreciation for:                 |                      |             |                         |                |
| Buildings and improvements                    | (5,295,231)          | (905,498)   | -                       | (6,200,729)    |
| Furniture and equipment                       | (3,860,177)          | (431,715)   | -                       | (4,291,892)    |
| Computer equipment                            | (16,954,593)         | (3,930,618) | 2,993,968               | (17,891,243)   |
| Total accumulated depreciation                | (26,110,001)         | (5,267,831) | 2,993,968               | (28,383,864)   |
| Total capital assets, being depreciated, net: | 26,896,195           | (208,062)   | (1,083)                 | 26,687,050     |
| Governmental activities capital assets, net:  | \$ 38,851,517        | \$ 869,065  | \$ (1,083)              | \$ 39,719,499  |

Depreciation expense of \$5,267,831 for the fiscal year ended June 30, 2021 was not allocated to the various functions because the property, plant and equipment serve all functions of the School.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 6 - CAPITAL ASSETS (continued)**

In February 2019, the School entered into various contracts for architectural and construction services to renovate the 1200 Midland Avenue building. As of June 30, 2019, bids were awarded for general construction, HVAC, electrical, plumbing, architect and engineering services. As of June 30, 2021, the project has been substantially completed, however the building wasn't placed in service and utilized until August 2021.

**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, 2021, the balance of this note receivable is \$5,100,000.

**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 LIBOR rate plus 1.50%. The agreement required that the School adhere to certain covenants and meet or exceed certain financial ratios. There was no balance outstanding as of June 30, 2021.

**NOTE 9 - NET PENSION LIABILITY**

At June 30, 2021, the School reported a liability of \$156,678,549 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2019 to June 30, 2020. 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, 2021, the School's proportion was 0.3182%, which was an increase of 0.01% from its proportionate share measured as of June 30, 2020.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 9 - NET PENSION LIABILITY (continued)**

For the fiscal year ended June 30, 2021, the School recognized pension expense of \$23,760,702. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

|                                                                 | <u>Deferred Outflows<br/>of Resources</u> | <u>Deferred Inflows<br/>of Resources</u> |
|-----------------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Net difference between projected and actual investment earnings | \$ 6,886,000                              | \$ -                                     |
| Difference between expected and actual experience               | 410,000                                   | 3,755,000                                |
| Changes in proportions                                          | 11,943,000                                | -                                        |
| Changes in assumptions                                          | -                                         | -                                        |
| Contributions subsequent to the measurement date                | <u>16,385,689</u>                         | <u>-</u>                                 |
| Total                                                           | <u>\$ 35,624,689</u>                      | <u>\$ 3,755,000</u>                      |

The School reported \$16,385,689 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, 2022. 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: |                      |
|----------------------------|----------------------|
| 2022                       | \$ 6,313,000         |
| 2023                       | 3,894,000            |
| 2024                       | 3,232,000            |
| 2025                       | 2,045,000            |
| Thereafter                 | <u>-</u>             |
|                            | <u>\$ 15,484,000</u> |

**Actuarial assumptions**

The total pension liability as of the June 30, 2020, measurement date, was determined by rolling forward the System's total pension liability as of June 30, 2019 to June 30, 2020, 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 7.25%, including inflation of 2.75% .
- Salary growth is an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were 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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 9 - NET PENSION LIABILITY (continued)**

The actuarial assumptions used in the June 30, 2019 valuation was based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2015.

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 PSERS Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

| <u>Asset Class</u>   | <u>Target<br/>Allocation</u> | <u>Long-Term<br/>Expected Real<br/>Rate of Return</u> |
|----------------------|------------------------------|-------------------------------------------------------|
| Global public equity | 15.0%                        | 5.2%                                                  |
| Private equity       | 15.0%                        | 7.2%                                                  |
| Fixed income         | 36.0%                        | 1.1%                                                  |
| Commodities          | 8.0%                         | 1.8%                                                  |
| Absolute return      | 10.0%                        | 2.5%                                                  |
| Infrastructure/MLPs  | 6.0%                         | 5.7%                                                  |
| Real estate          | 10.0%                        | 5.5%                                                  |
| Risk parity          | 8.0%                         | 3.3%                                                  |
| Cash                 | 6.0%                         | -1.0%                                                 |
| Financing (LIBOR)    | -14.0%                       | -0.7%                                                 |
|                      | <u>100.0%</u>                |                                                       |

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, 2020.

**Discount rate**

The discount rate used to measure the total pension liability was 7.25%. 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.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**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 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage point higher (8.25%) than the current rate:

|                                                           | 1% Decrease<br>6.25% |    | Current<br>Discount Rate<br>7.25% |    | 1% Increase<br>8.25% |
|-----------------------------------------------------------|----------------------|----|-----------------------------------|----|----------------------|
| School's proportionate share of the net pension liability | \$ 193,844,471       | \$ | 156,678,549                       | \$ | 125,193,820          |

Pension plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at [www.psers.pa.gov](http://www.psers.pa.gov).

**NOTE 10 - NET OPEB LIABILITY**

**PSERS OPEB**

At June 30, 2021, the School reported a liability of \$6,868,856 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2020, and the total OPEB liability used to calculate the net pension liability was determined by rolling forward the System's total OPEB liability as of June 30, 2019 to June 30, 2020. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2021, the School's proportion was 0.3179%, which was an increase of 0.0097% from its proportionate share measured as of June 30, 2020.

For the fiscal year ended June 30, 2021, the School recognized OPEB expense of \$536,500. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to PSERS OPEB from the following sources:

|                                                                 | <b>Deferred Outflows<br/>of Resources</b> | <b>Deferred Inflows<br/>of Resources</b> |
|-----------------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Net difference between projected and actual investment earnings | \$ 12,000                                 | \$ -                                     |
| Difference between expected and actual experience               | 63,000                                    | -                                        |
| Changes in proportions                                          | 850,000                                   | -                                        |
| Changes in assumptions                                          | 280,000                                   | 151,000                                  |
| Contributions subsequent to the measurement date                | 398,821                                   | -                                        |
| Total                                                           | <u>\$ 1,603,821</u>                       | <u>\$ 151,000</u>                        |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 10 - NET OPEB LIABILITY (continued)**

The School reported \$398,821 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 in the fiscal year ended June 30, 2022. 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: |    |                  |
| 2022                       | \$ | 211,000          |
| 2023                       |    | 209,000          |
| 2024                       |    | 208,000          |
| 2025                       |    | 240,000          |
| 2026                       |    | 136,000          |
| Thereafter                 |    | 50,000           |
|                            | \$ | <u>1,054,000</u> |

**Actuarial assumptions**

The total OPEB liability as of the June 30, 2020, measurement date, was determined by rolling forward the System’s total OPEB liability as of June 30, 2019 to June 30, 2020, 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 2.66%, the S&P 20 Year Municipal Bond Rate.
- Salary growth is expected to be 5.00%, 2.25% for real wage growth and merit and seniority increases, and 2.75% expected inflation.
- Premium assistance reimbursement is capped at \$1,200 per year.
- Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were 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.
- 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, 2019 valuation were based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2018 determined the employer contribution rate for fiscal year 2020.
- 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.
- The participation rate is assumed to be 63% of eligible retirees electing premium assistance.
- Mortality rates were 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.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**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 Board. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

| <u>Asset Class</u>     | <u>Target<br/>Allocation</u> | <u>Long-Term<br/>Expected Real<br/>Rate of Return</u> |
|------------------------|------------------------------|-------------------------------------------------------|
| Cash                   | 50.3%                        | -1.0%                                                 |
| US Core Fixed Income   | 46.5%                        | -0.1%                                                 |
| Non-US Developed Fixed | 3.2%                         | -0.1%                                                 |
|                        | 100.0%                       |                                                       |

The above was PSERS' adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020.

Discount rate

The discount rate used to measure the total OPEB liability was 2.66%. 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 2.66% which represents the S&P 20-year Municipal Bond Rate at June 30, 2020, 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 2.66%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (1.66%) or 1-percentage point higher (3.66%) than the current rate:

|                                                           | 1% Decrease<br>1.66% | Current<br>Discount Rate<br>2.66% | 1% Increase<br>3.66% |
|-----------------------------------------------------------|----------------------|-----------------------------------|----------------------|
| School's proportionate share of<br>the net OPEB liability | \$ 7,831,556         | \$ 6,868,856                      | \$ 6,071,658         |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**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, 2020, 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, 2020, 93,693 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2020, 688 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 the health cost trends were 1-percentage point lower or 1-percentage point higher than the current rate:

|                                                           | 1% Decrease  | Current<br>Healthcare Cost<br>Trend Rate | 1% Increase  |
|-----------------------------------------------------------|--------------|------------------------------------------|--------------|
| School's proportionate share of<br>the net OPEB liability | \$ 6,867,975 | \$ 6,868,856                             | \$ 6,869,558 |

OPEB plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report, which can be found on the System's website at [www.psers.pa.gov](http://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, 2021, 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 – 681

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 10 - NET OPEB LIABILITY (continued)**

Total OPEB Liability

The School's total OPEB liability of \$1,309,583 was measured as of June 30, 2021, and was determined by an actuarial valuation as of July 1, 2020.

*Actuarial assumptions and other inputs* – The total OPEB liability in the July 1, 2020 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 – 5.00%

Inflation – 2.75%

Discount rate – 2.30%

The discount rate was based on the index rate for 20-year, tax exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

B. Demographic Assumptions

Death – RP-2014 Mortality Table

Mortality Improvement – Rates derived from the Long-Range Demographic Assumptions for the 2015 Social Security Administration's Trustee Report

Withdrawal – 175% of the rates of withdrawal used in the PSERS actuarial valuation as of June 30, 2018

Disablement – None Assumed

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, the earlier of the date on which age plus services equals 92 (with a minimum of 35 years of service) or age 65

Participation – 15% 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

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 10 - NET OPEB LIABILITY (continued)**

C. Annual Premium Costs and Other Assumptions

1. Methodology: Funding rates for medical coverage for the 2020/2021 Fiscal Year were provided by the School with a separate rate calculated for each type of coverage as shown below.

| Coverage Type   | Annual Rate  |
|-----------------|--------------|
| Single          | \$ 7,541.40  |
| Two Adult       | \$ 17,617.08 |
| Parent/Child    | \$ 17,617.08 |
| Parent/Children | \$ 19,564.56 |
| Family          | \$ 20,386.08 |

Benefits are self-insured. The funding rates recognize recent claims history, reinsurance premiums, administrative changes and trend adjustments to the 2020/2021 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  | \$ 7,499.00     |
| 50  | \$ 9,142.00     |
| 55  | \$ 11,428.00    |
| 60  | \$ 13,927.00    |
| 64  | \$ 15,785.00    |

The premium rates charged to the School for pre-65 medical benefits are related to the combined experience of active and retired lives. Generally, age tends to be a significant factor in average claims cost per person, so it would follow that the average amount for retiree claims will tend to be higher than the average amount of active claims. Therefore, there is an implicit subsidy for retirees.

To approximate the cost of the subsidy for the School's plan, an age-adjusted medical cost per covered retiree was developed. The use of this age-adjusted cost means that there could be a cost to the School even if the retiree paid the entire charged rate.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 10 - NET OPEB LIABILITY (continued)**

Changes in the Total OPEB liability

|                                                    |                     |
|----------------------------------------------------|---------------------|
| Total OPEB Liability - Beginning of Period         | \$ 1,038,564        |
| Changes for the year:                              |                     |
| Service cost                                       | 51,905              |
| Benefit payments                                   | (9,751)             |
| Interest                                           | 29,553              |
| Changes in benefit terms                           | -                   |
| Differences between expected and actual experience | 23,847              |
| Changes in assumptions or other inputs             | <u>175,465</u>      |
| Net Change in Total OPEB Liability                 | <u>271,019</u>      |
| Total OPEB Liability - End of Period               | <u>\$ 1,309,583</u> |

*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 (1.3%) or 1-percentage point higher (3.3%) than the current discount rate:

|                                      | <u>1% Decrease</u> | <u>Current</u>         | <u>1% Increase</u> |
|--------------------------------------|--------------------|------------------------|--------------------|
|                                      | 1.30%              | Discount Rate<br>2.30% | 3.30%              |
| Total of the School's OPEB Liability | \$ 1,519,434       | \$ 1,309,583           | \$ 1,125,760       |

*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% from the rates disclosed above) or 1-percentage point higher (+1% from the rates disclosed above) than the current healthcare cost trend rates:

|                                      | <u>1.00% Decrease</u> | <u>Current</u>                | <u>1.00% Increase</u> |
|--------------------------------------|-----------------------|-------------------------------|-----------------------|
|                                      |                       | Healthcare Cost<br>Trend Rate |                       |
| Total of the School's OPEB Liability | \$ 1,068,960          | \$ 1,309,583                  | \$ 1,609,074          |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**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, 2021, the School recognized OPEB expense of \$66,320. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to this OPEB plan from the following sources:

|                                                      | <b>Deferred Outflows<br/>of Resources</b> | <b>Deferred Inflows<br/>of Resources</b> |
|------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Difference between expected<br>and actual experience | \$ 21,924                                 | \$ 125,283                               |
| Changes in assumptions                               | 161,315                                   | 91,461                                   |
| Total                                                | 183,239                                   | 216,744                                  |
| <br>PSERS OPEB - Page 50                             | <br>1,603,821                             | <br>151,000                              |
| Total OPEB                                           | \$ 1,787,060                              | \$ 367,744                               |

Total OPEB expense for both OPEB plans was \$602,820 for the year ended June 30, 2021.

**NOTE 11 - OPERATING LEASES - LESSEE**

The School has various operating leases for office space that expire at various dates through November 2029, with optional renewable terms. Rental expense for these leases was approximately \$1,617,000 for the year ended June 30, 2021.

Future minimum lease payments under operating leases that have remaining noncancelable terms in excess of one year as of June 30, 2021, are:

| Fiscal Year Ending June 30,     |    |            |
|---------------------------------|----|------------|
| 2022                            | \$ | 1,773,528  |
| 2023                            |    | 1,575,013  |
| 2024                            |    | 1,499,701  |
| 2025                            |    | 1,411,621  |
| 2026                            |    | 1,300,005  |
| Thereafter                      |    | 3,017,291  |
| Total Minimum Payments Required | \$ | 10,577,159 |

**NOTE 12 - 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, 2021, beyond the aforementioned assignment of fund balance and recorded liability for claims and judgements.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Notes to the Financial Statements**  
**Fiscal Year Ended June 30, 2021**

**NOTE 12 - CONTINGENCIES (continued)**

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, 2021.

**NOTE 13 - RISK MANAGEMENT**

As of July 1, 2008, the School has elected to self-fund the health and drug benefit program for its employees. Under the program, the School employs a third-party administrator and pays all medical claims through them. In addition, the School purchases individual and aggregate stop-loss insurance from a commercial carrier to protect it from catastrophic claims. 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 year 3 years.

Changes in the estimate of the claims' liability are as follows:

|                                   |    |                         |
|-----------------------------------|----|-------------------------|
| Liability balance - July 1, 2021  | \$ | 954,965                 |
| Incurred claims and estimates     |    | 11,661,735              |
| Less:                             |    |                         |
| Claims paid during the period     |    | <u>(11,521,034)</u>     |
| Liability balance - June 30, 2021 | \$ | <u><u>1,095,666</u></u> |

**NOTE 14 - LONG-TERM LIABILITIES**

Long-term liability activity for the year ended June 30, 2021, was as follows:

|                              | <u>Beginning<br/>Balance</u> | <u>Increases</u>     | <u>Decreases</u>       | <u>Ending<br/>Balance</u> |
|------------------------------|------------------------------|----------------------|------------------------|---------------------------|
| Claims and Judgments Payable | \$ 114,041                   | \$ 225,959           | \$ (87,815)            | \$ 252,185                |
| Net OPEB Liability           | 7,593,491                    | 958,519              | (373,571)              | 8,178,439                 |
| Net Pension Liability        | <u>144,183,998</u>           | <u>27,370,702</u>    | <u>(14,876,151)</u>    | <u>156,678,549</u>        |
|                              | <u>\$ 151,891,530</u>        | <u>\$ 28,555,180</u> | <u>\$ (15,337,537)</u> | <u>\$ 165,109,173</u>     |

\$149,695 of the Claims and Judgments Payable noted above are considered current and due during the year ended June 30, 2021.

## **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, 2021**

**Required Supplementary Information**

|                                                   | <b>Budgeted Amounts</b> |                     | <b>Actual<br/>(Budgetary Basis)</b> | <b>Variance with<br/>Final Budget</b> |
|---------------------------------------------------|-------------------------|---------------------|-------------------------------------|---------------------------------------|
|                                                   | <b>Original</b>         | <b>Final</b>        |                                     | <b>Positive (Negative)</b>            |
| <b>REVENUES</b>                                   |                         |                     |                                     |                                       |
| Local Revenues                                    | \$ 160,766,621          | \$ 160,766,621      | \$ 183,722,556                      | \$ 22,955,935                         |
| State Program Revenues                            | 1,121,674               | 1,121,674           | 1,112,383                           | (9,291)                               |
| Federal Program Revenues                          | 5,204,394               | 5,204,394           | 5,030,619                           | (173,775)                             |
| <b>TOTAL REVENUES</b>                             | <u>167,092,689</u>      | <u>167,092,689</u>  | <u>189,865,558</u>                  | <u>22,772,869</u>                     |
| <b>EXPENDITURES</b>                               |                         |                     |                                     |                                       |
| Regular Programs                                  | 66,634,865              | 66,634,865          | 65,227,847                          | 1,407,018                             |
| Special Programs                                  | 33,493,030              | 33,493,030          | 34,934,755                          | (1,441,725)                           |
| Other Instructional Programs                      | 1,881,970               | 1,881,970           | 42,631                              | 1,839,339                             |
| Community/Junior College Ed Programs              | -                       | -                   | 14,573                              | (14,573)                              |
| Pupil Personnel Services                          | 13,348,094              | 13,348,094          | 12,728,670                          | 619,424                               |
| Instructional Staff Services                      | 5,670,822               | 5,670,822           | 4,608,555                           | 1,062,267                             |
| Administrative Services                           | 8,165,083               | 8,165,083           | 7,146,612                           | 1,018,471                             |
| Pupil Health                                      | 906,306                 | 906,306             | 844,535                             | 61,771                                |
| Business Services                                 | 7,330,910               | 7,330,910           | 6,762,931                           | 567,979                               |
| Operation & Maintenance of Plant Services         | 11,610,804              | 11,610,804          | 7,651,335                           | 3,959,469                             |
| Central & Other Support Services                  | 7,128,018               | 7,128,018           | 6,084,537                           | 1,043,481                             |
| Student Activities                                | 379,942                 | 379,942             | 98,388                              | 281,554                               |
| Community Services                                | 65,017                  | 65,017              | 90,137                              | (25,120)                              |
| Facilities Acquisition and Construction           | 6,060,000               | 6,060,000           | 1,438,479                           | 4,621,521                             |
| Debt Service                                      | 50,000                  | 50,000              | -                                   | 50,000                                |
| <b>TOTAL EXPENDITURES</b>                         | <u>162,724,861</u>      | <u>162,724,861</u>  | <u>147,673,985</u>                  | <u>15,050,876</u>                     |
| Excess (Deficiency) of Revenues Over Expenditures | 4,367,828               | 4,367,828           | 42,191,573                          | 37,823,745                            |
| <b>OTHER FINANCING SOURCES</b>                    |                         |                     |                                     |                                       |
| Proceeds from disposal of capital assets          | 50,000                  | 50,000              | 24,451                              | (25,549)                              |
| <b>TOTAL OTHER FINANCING SOURCES</b>              | <u>50,000</u>           | <u>50,000</u>       | <u>24,451</u>                       | <u>(25,549)</u>                       |
| <b>Net Change in Fund Balance</b>                 | <u>\$ 4,417,828</u>     | <u>\$ 4,417,828</u> | <u>\$ 42,216,024</u>                | <u>\$ 37,798,196</u>                  |

*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, 2021**

**Notes to the Required Supplementary Information**

**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.

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Proportionate Share of the Net Pension Liability and Related Ratios**  
**Last Ten Fiscal Years \***

**Required Supplementary Information**

|                                                                                                  | <u>2021</u>    | <u>2020</u>    | <u>2019</u>    | <u>2018</u>    | <u>2017</u>    |
|--------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School's proportion of the net pension liability                                                 | 0.3182%        | 0.3082%        | 0.2877%        | 0.2619%        | 0.2563%        |
| School's proportionate share of the net pension liability                                        | \$ 156,678,549 | \$ 144,183,998 | \$ 138,110,284 | \$ 129,359,826 | \$ 127,107,450 |
| School's covered payroll for the measurement date                                                | \$ 44,622,963  | \$ 42,510,044  | \$ 38,737,124  | \$ 34,872,228  | \$ 33,199,764  |
| School's proportionate share of the net pension liability as a percentage of its covered payroll | 351.12%        | 339.18%        | 356.53%        | 370.95%        | 382.86%        |
| Plan fiduciary net position as a percentage of the total net pension liability                   | 54.32%         | 55.66%         | 54.00%         | 51.84%         | 50.14%         |
|                                                                                                  | <u>2016</u>    | <u>2015</u>    | <u>2014</u>    |                |                |
| School's proportion of the net pension liability                                                 | 0.2495%        | 0.2099%        | 0.1876%        |                |                |
| School's proportionate share of the net pension liability                                        | \$ 108,064,229 | \$ 83,076,691  | \$ 76,796,414  |                |                |
| School's covered payroll for the measurement date                                                | \$ 32,099,631  | \$ 26,783,846  | \$ 24,079,261  |                |                |
| School's proportionate share of the net pension liability as a percentage of its covered payroll | 336.65%        | 310.17%        | 318.93%        |                |                |
| Plan fiduciary net position as a percentage of the total net pension liability                   | 54.36%         | 57.24%         | 54.49%         |                |                |

This information is based off the measurement date of the Net Pension Liability of 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; June 30, 2014 for 2015; and June 30, 2013 for 2014.

\* GASB 68 was implemented during the fiscal year ended June 30, 2015. Information will continued to be gathered until ten fiscal years are presented.

*See independent auditor's report.*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Required Pension Contributions**  
**Last Ten Fiscal Years \***

**Required Supplementary Information**

|                                                                         | <u>2021</u>         | <u>2020</u>         | <u>2019</u>         | <u>2018</u>         | <u>2017</u>         |
|-------------------------------------------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Contractually required contribution                                     | \$ 16,385,689       | \$ 14,876,151       | \$ 13,834,470       | \$ 12,295,163       | \$ 10,448,648       |
| Contributions in relation to the<br>contractually required contribution | <u>(16,385,689)</u> | <u>(14,876,151)</u> | <u>(13,834,470)</u> | <u>(12,295,163)</u> | <u>(10,448,648)</u> |
| Contribution deficiency (excess)                                        | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         |
| School's covered payroll                                                | \$ 48,897,908       | \$ 44,622,963       | \$ 42,510,044       | \$ 38,737,124       | \$ 34,872,228       |
| Contributions as a percentage<br>of covered payroll                     | 33.51%              | 33.36%              | 32.60%              | 31.74%              | 29.20%              |
|                                                                         | <u>2016</u>         | <u>2015</u>         | <u>2014</u>         |                     |                     |
| Contractually required contribution                                     | \$ 8,578,819        | \$ 6,637,835        | \$ 4,534,505        |                     |                     |
| Contributions in relation to the<br>contractually required contribution | <u>(8,578,819)</u>  | <u>(6,637,835)</u>  | <u>(4,534,505)</u>  |                     |                     |
| Contribution deficiency (excess)                                        | <u>\$ -</u>         | <u>\$ -</u>         | <u>\$ -</u>         |                     |                     |
| School's covered payroll                                                | \$ 33,199,764       | \$ 32,099,631       | \$ 26,783,846       |                     |                     |
| Contributions as a percentage<br>of covered payroll                     | 25.00%              | 20.50%              | 16.00%              |                     |                     |

\* Information for the prior two years was not available to report.

*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 \***

**Required Supplementary Information**

|                                                                                                  | <u>2021</u>   | <u>2020</u>   | <u>2019</u>   | <u>2018</u>   | <u>2017</u>   |
|--------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|
| School's proportion of the net OPEB liability                                                    | 0.3179%       | 0.3082%       | 0.2877%       | 0.2619%       | 0.2563%       |
| School's proportionate share of the net OPEB liability                                           | \$ 6,868,856  | \$ 6,554,927  | \$ 5,998,398  | \$ 5,336,460  | \$ 5,521,000  |
| School's covered payroll for the measurement date                                                | \$ 44,622,963 | \$ 42,510,044 | \$ 38,737,124 | \$ 34,872,228 | \$ 33,199,764 |
| School's proportionate share of the net OPEB liability<br>as a percentage of its covered payroll | 15.39%        | 15.42%        | 15.48%        | 15.30%        | 16.63%        |
| Plan fiduciary net position as a percentage of the<br>total net OPEB liability                   | 5.69%         | 5.56%         | 5.56%         | 5.73%         | 5.47%         |

This information is based off the measurement date of the Net Pension Liability of 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 \***

**Required Supplementary Information**

|                                                                         | <u>2021</u>      | <u>2020</u>      | <u>2019</u>      | <u>2018</u>      | <u>2017</u>      |
|-------------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Contractually required contribution                                     | \$ 398,821       | \$ 373,571       | \$ 361,771       | \$ 322,054       | \$ 289,439       |
| Contributions in relation to the<br>contractually required contribution | <u>(398,821)</u> | <u>(373,571)</u> | <u>(361,771)</u> | <u>(322,054)</u> | <u>(289,439)</u> |
| Contribution deficiency (excess)                                        | <u>\$ -</u>      | <u>\$ -</u>      | <u>\$ -</u>      | <u>\$ -</u>      | <u>\$ -</u>      |
| School's covered payroll                                                | \$ 48,897,908    | \$ 44,622,963    | \$ 42,510,044    | \$ 38,737,124    | \$ 34,872,228    |
| Contributions as a percentage<br>of covered payroll                     | 0.82%            | 0.84%            | 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 \***

**Required Supplementary Information**

|                                                                 | <u>2021</u>         | <u>2020</u>         | <u>2019</u>       | <u>2018</u>         | <u>2017</u>         |
|-----------------------------------------------------------------|---------------------|---------------------|-------------------|---------------------|---------------------|
| Total OPEB Liability - Beginning of Period                      | \$ 1,038,564        | \$ 969,345          | \$ 1,226,711      | \$ 1,108,560        | \$ 995,518          |
| Changes for the year:                                           |                     |                     |                   |                     |                     |
| Service cost                                                    | 51,905              | 47,235              | 45,971            | 83,228              | 81,000              |
| Benefit payments                                                | (9,751)             | (13,364)            | (16,797)          | -                   | -                   |
| Interest                                                        | 29,553              | 35,348              | 33,066            | 34,923              | 32,042              |
| Changes in benefit terms                                        | -                   | -                   | -                 | -                   | -                   |
| Differences between expected and actual experience              | 23,847              | -                   | (162,495)         | -                   | -                   |
| Changes in assumptions or other inputs                          | 175,465             | -                   | (157,111)         | -                   | -                   |
| Net Change in Total OPEB Liability                              | <u>271,019</u>      | <u>69,219</u>       | <u>(257,366)</u>  | <u>118,151</u>      | <u>113,042</u>      |
| Total OPEB Liability - End of Period                            | <u>\$ 1,309,583</u> | <u>\$ 1,038,564</u> | <u>\$ 969,345</u> | <u>\$ 1,226,711</u> | <u>\$ 1,108,560</u> |
| <br>                                                            |                     |                     |                   |                     |                     |
| School's covered-employee payroll<br>for the measurement date   | \$ 48,897,908       | \$ 44,622,963       | \$ 42,510,044     | \$ 38,737,124       | \$ 34,872,228       |
| <br>                                                            |                     |                     |                   |                     |                     |
| Percentage of the OPEB liability to<br>covered-employee payroll | 2.68%               | 2.33%               | 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**

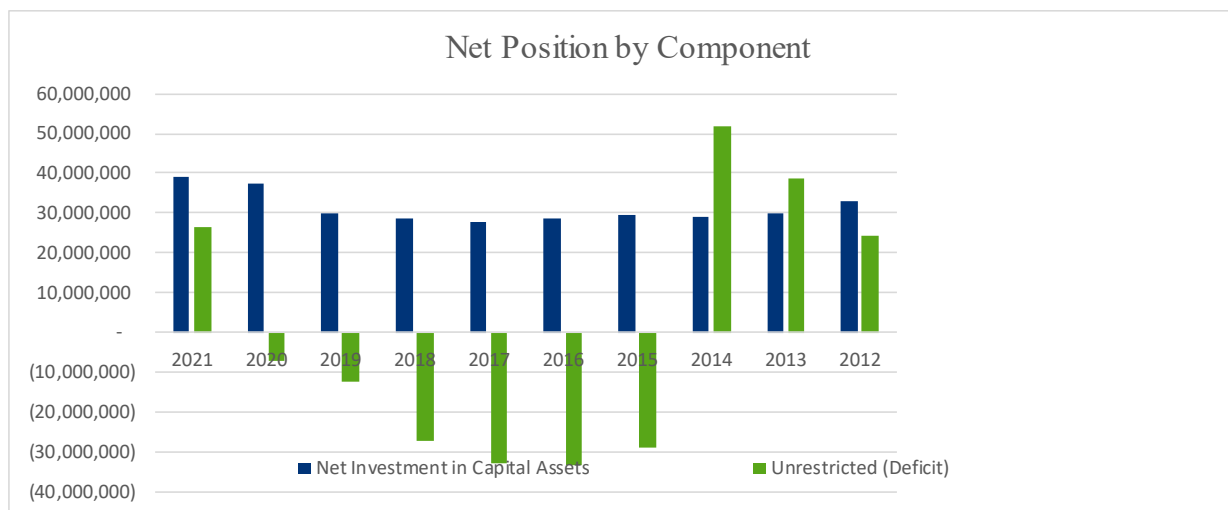
**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Net Position by Component**  
**Last Ten Fiscal Years**  
*(Accrual Basis of Accounting)*

|                                                   | Fiscal Year                  |                             |                             |                             |                              |
|---------------------------------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|
|                                                   | <u>2021</u>                  | <u>2020</u>                 | <u>2019</u>                 | <u>2018</u>                 | <u>2017</u>                  |
| Governmental Activities                           |                              |                             |                             |                             |                              |
| Net Investment in Capital Assets                  | \$ 39,134,687                | \$ 37,263,451               | \$ 30,087,921               | \$ 28,516,362               | \$ 27,710,828                |
| Unrestricted (Deficit)                            | <u>26,281,473</u>            | <u>(7,279,774)</u>          | <u>(12,282,332)</u>         | <u>(27,183,179)</u>         | <u>(32,770,103)</u>          |
| <b>Total Governmental Activities Net Position</b> | <b><u>\$ 65,416,160</u></b>  | <b><u>\$ 29,983,677</u></b> | <b><u>\$ 17,805,589</u></b> | <b><u>\$ 1,333,183</u></b>  | <b><u>\$ (5,059,275)</u></b> |
|                                                   | <u>2016</u>                  | <u>2015</u>                 | <u>2014</u>                 | <u>2013</u>                 | <u>2012</u>                  |
| Governmental Activities                           |                              |                             |                             |                             |                              |
| Net Investment in Capital Assets                  | \$ 28,556,543                | \$ 29,323,790               | \$ 29,049,581               | \$ 30,015,368               | \$ 32,892,292                |
| Unrestricted (Deficit)                            | <u>(33,228,542)</u>          | <u>(29,053,361)</u>         | <u>51,861,624</u>           | <u>38,770,692</u>           | <u>24,475,895</u>            |
| <b>Total Governmental Activities Net Position</b> | <b><u>\$ (4,671,999)</u></b> | <b><u>\$ 270,429</u></b>    | <b><u>\$ 80,911,205</u></b> | <b><u>\$ 68,786,060</u></b> | <b><u>\$ 57,368,187</u></b>  |

Notes:

(1) Includes all funds (GAAP Basis)

(2) Beginning with fiscal year 2015 the School implemented GASB 68 and in fiscal 2018 GASB 75.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Net Position**  
**Last Ten Fiscal Years**  
*(Accrual Basis of Accounting)*

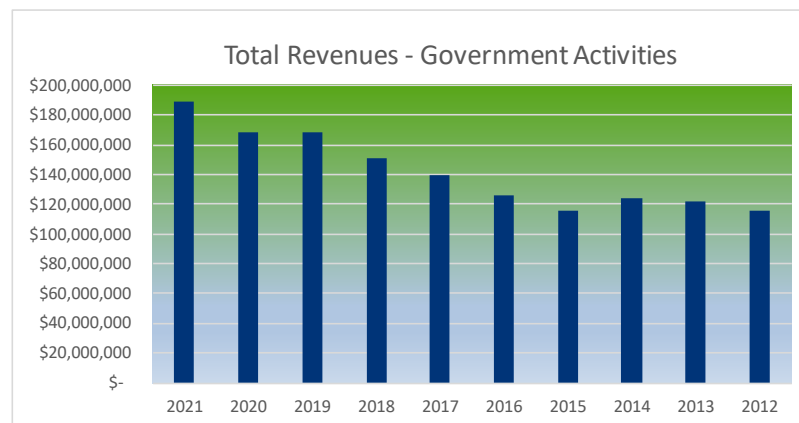
|                                                  | <u>2021</u>          | <u>2020</u>          | <u>2019</u>          | <u>2018</u>          | <u>2017</u>        |
|--------------------------------------------------|----------------------|----------------------|----------------------|----------------------|--------------------|
| Revenues                                         |                      |                      |                      |                      |                    |
| Program Revenues:                                |                      |                      |                      |                      |                    |
| Operating grants and contributions               | \$ 8,021,669         | \$ 6,798,052         | \$ 6,396,567         | \$ 5,950,452         | \$ 5,285,176       |
| General Revenues:                                |                      |                      |                      |                      |                    |
| Payments from local educational agencies         | 180,537,690          | 159,685,518          | 160,727,395          | 144,183,471          | 134,280,454        |
| Grants, subsidies & contributions not restricted | -                    | -                    | -                    | -                    | -                  |
| Investment earnings                              | 298,740              | 1,576,363            | 1,021,210            | 322,249              | 114,756            |
| Gain/(loss) on disposal/sale of capital assets   | 23,368               | 22,402               | 13,539               | (68,118)             | (38,820)           |
| Miscellaneous Income                             | 667,460              | 168,343              | 137,870              | 66,748               | 338,807            |
| <b>Total Revenue - Governmental Activities</b>   | <u>189,548,927</u>   | <u>168,250,678</u>   | <u>168,296,581</u>   | <u>150,454,802</u>   | <u>139,980,373</u> |
| Expenses                                         |                      |                      |                      |                      |                    |
| Instructional Services                           | 101,414,282          | 103,358,698          | 101,140,809          | 92,165,915           | 87,770,403         |
| Support Services                                 | 47,245,806           | 46,734,285           | 45,427,340           | 41,203,436           | 46,984,348         |
| Non-Instructional Services                       | 5,456,356            | 5,979,607            | 5,256,026            | 5,461,432            | 5,258,196          |
| <b>Total Expenses - Governmental Activities</b>  | <u>154,116,444</u>   | <u>156,072,590</u>   | <u>151,824,175</u>   | <u>138,830,783</u>   | <u>140,012,947</u> |
| <b>Change in Net Position</b>                    | <u>\$ 35,432,483</u> | <u>\$ 12,178,088</u> | <u>\$ 16,472,406</u> | <u>\$ 11,624,019</u> | <u>\$ (32,574)</u> |

*(continued)*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Net Position**  
**Last Ten Fiscal Years**  
*(Accrual Basis of Accounting)*

*(continued)*

|                                                  | <u>2016</u>           | <u>2015</u>           | <u>2014</u>          | <u>2013</u>          | <u>2012</u>         |
|--------------------------------------------------|-----------------------|-----------------------|----------------------|----------------------|---------------------|
| Revenues                                         |                       |                       |                      |                      |                     |
| Program Revenues:                                |                       |                       |                      |                      |                     |
| Operating grants and contributions               | \$ 4,721,542          | \$ 4,773,044          | \$ 7,200,696         | \$ 6,237,629         | \$ 5,593,995        |
| General Revenues:                                |                       |                       |                      |                      |                     |
| Payments from local educational agencies         | 122,058,569           | 111,244,689           | 116,662,399          | 113,404,383          | 109,448,196         |
| Grants, subsidies & contributions not restricted | -                     | -                     | 280,717              | 2,267,129            | -                   |
| Investment earnings                              | 4,770                 | 2,385                 | 2,003                | 1,481                | 3,920               |
| Gain/(loss) on disposal/sale of capital assets   | (427,617)             | (135,049)             | (342,119)            | (8,754)              | (177,563)           |
| Miscellaneous Income                             | 107,224               | 89,894                | 86,886               | 78,828               | 639,330             |
| <b>Total Revenue - Governmental Activities</b>   | <u>126,464,488</u>    | <u>115,974,963</u>    | <u>123,890,582</u>   | <u>121,980,696</u>   | <u>115,507,878</u>  |
| Expenses                                         |                       |                       |                      |                      |                     |
| Instructional Services                           | 83,306,111            | 76,714,190            | 71,132,686           | 69,154,302           | 70,160,962          |
| Support Services                                 | 43,097,018            | 42,568,031            | 34,912,231           | 35,065,503           | 34,289,856          |
| Non-Instructional Services                       | 5,003,787             | 5,053,723             | 5,720,520            | 6,343,018            | 5,552,558           |
| <b>Total Expenses - Governmental Activities</b>  | <u>131,406,916</u>    | <u>124,335,944</u>    | <u>111,765,437</u>   | <u>110,562,823</u>   | <u>110,003,376</u>  |
| <b>Change in Net Position</b>                    | <u>\$ (4,942,428)</u> | <u>\$ (8,360,981)</u> | <u>\$ 12,125,145</u> | <u>\$ 11,417,873</u> | <u>\$ 5,504,502</u> |



**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          |
| 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     |
| 2014         | 5,005,282    | -          | 19,465,002    | 10,609,017   | 7,992,510     | 43,071,811     |
| 2013         | 92,356       | -          | 13,837,259    | 8,580,348    | 7,362,611     | 29,872,574     |
| 2012         | 110,778      | -          | -             | 10,523,612   | 3,549,394     | 14,183,784     |



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Fund Balance - Governmental Fund**  
**Last Ten Fiscal Years**  
*(Modified Accrual Basis of Accounting)*

|                                      | <u>2021</u>          | <u>2020</u>          | <u>2019</u>          | <u>2018</u>          | <u>2017</u>         |
|--------------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| Revenues                             |                      |                      |                      |                      |                     |
| Local Sources                        | \$ 183,722,556       | \$ 163,185,634       | \$ 163,983,924       | \$ 146,565,449       | \$ 136,627,075      |
| States Sources                       | 1,112,383            | 1,124,740            | 1,119,188            | 1,116,783            | 1,108,168           |
| Federal Sources                      | 5,030,619            | 3,917,902            | 3,519,929            | 3,180,689            | 2,623,951           |
| <b>Total Revenues</b>                | <u>189,865,558</u>   | <u>168,228,276</u>   | <u>168,623,041</u>   | <u>150,862,921</u>   | <u>140,359,194</u>  |
| Expenditures                         |                      |                      |                      |                      |                     |
| Instruction                          | 100,219,806          | 98,853,481           | 98,906,157           | 92,128,042           | 86,591,799          |
| Support Services                     | 45,827,175           | 45,468,195           | 42,154,068           | 40,165,289           | 44,695,099          |
| Non-Instructional Services           | 188,525              | 413,609              | 402,080              | 347,677              | 278,137             |
| Miscellaneous                        | -                    | -                    | -                    | -                    | -                   |
| Capital Outlay                       | 1,438,479            | 7,730,877            | 2,620,561            | 141,922              | 53,928              |
| Debt Service                         | -                    | -                    | -                    | -                    | -                   |
| <b>Total Expenditures</b>            | <u>147,673,985</u>   | <u>152,466,162</u>   | <u>144,082,866</u>   | <u>132,782,930</u>   | <u>131,618,963</u>  |
| Other Financing Sources              |                      |                      |                      |                      |                     |
| Proceeds of Extended Term Financing  | -                    | -                    | -                    | -                    | -                   |
| Sale of Capital Assets               | 24,451               | 22,925               | 23,390               | 23,855               | 29,373              |
| <b>Total Other Financing Sources</b> | <u>24,451</u>        | <u>22,925</u>        | <u>23,390</u>        | <u>23,855</u>        | <u>29,373</u>       |
| <b>Net Change in Fund Balance</b>    | <u>\$ 42,216,024</u> | <u>\$ 15,785,039</u> | <u>\$ 24,563,565</u> | <u>\$ 18,103,846</u> | <u>\$ 8,769,604</u> |

*(continued)*

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Changes in Fund Balance - Governmental Fund**  
**Last Ten Fiscal Years**  
*(Modified Accrual Basis of Accounting)*

*(continued)*

|                                      | <u>2016</u>         | <u>2015</u>           | <u>2014</u>          | <u>2013</u>          | <u>2012</u>        |
|--------------------------------------|---------------------|-----------------------|----------------------|----------------------|--------------------|
| Revenues                             |                     |                       |                      |                      |                    |
| Local Sources                        | \$ 123,950,552      | \$ 113,150,202        | \$ 118,623,519       | \$ 117,352,869       | \$ 111,599,141     |
| States Sources                       | 1,107,131           | 1,164,081             | 3,812,352            | 2,542,145            | 1,878,478          |
| Federal Sources                      | 2,174,421           | 2,135,730             | 2,136,830            | 2,434,436            | 2,547,823          |
| <b>Total Revenues</b>                | <u>127,232,104</u>  | <u>116,450,013</u>    | <u>124,572,701</u>   | <u>122,329,450</u>   | <u>116,025,442</u> |
| Expenditures                         |                     |                       |                      |                      |                    |
| Instruction                          | 82,739,667          | 78,615,465            | 74,914,906           | 71,838,049           | 74,206,881         |
| Support Services                     | 41,165,031          | 42,531,721            | 36,246,568           | 34,609,161           | 36,216,215         |
| Non-Instructional Services           | 195,943             | 175,919               | 130,395              | 132,870              | 86,416             |
| Miscellaneous                        | -                   | -                     | 40,991               | 20,540               | 84,709             |
| Capital Outlay                       | 8,728               | 1,015,710             | 228,127              | 7,804                | 5,151,360          |
| Debt Service                         | -                   | -                     | 8,461                | 2,052,670            | 137,805            |
| <b>Total Expenditures</b>            | <u>124,109,369</u>  | <u>122,338,815</u>    | <u>111,569,448</u>   | <u>108,661,094</u>   | <u>115,883,386</u> |
| Other Financing Sources              |                     |                       |                      |                      |                    |
| Proceeds of Extended Term Financing  | -                   | -                     | -                    | 2,000,000            | -                  |
| Sale of Capital Assets               | 10,469              | 22,503                | 195,984              | 20,434               | 21,792             |
| <b>Total Other Financing Sources</b> | <u>10,469</u>       | <u>22,503</u>         | <u>195,984</u>       | <u>2,020,434</u>     | <u>21,792</u>      |
| <b>Net Change in Fund Balance</b>    | <u>\$ 3,133,204</u> | <u>\$ (5,866,299)</u> | <u>\$ 13,199,237</u> | <u>\$ 15,688,790</u> | <u>\$ 163,848</u>  |

## **Demographic and Economic Information**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Demographic and Economic Statistics**  
**Last Ten Calendar Years**

| Calendar<br>Year | Population | Personal Income<br>(Expressed In<br>Thousands) |           | Per Capita<br>Income |            | Unemployment<br>Rate |
|------------------|------------|------------------------------------------------|-----------|----------------------|------------|----------------------|
|                  |            |                                                |           | Employed             | Unemployed |                      |
| 2020             | 12,783,254 | \$ 788,725,185                                 | \$ 61,700 | 5,808,000            | 580,000    | 9.1%                 |
| 2019             | 12,801,989 | 742,924,296                                    | 58,032    | 6,208,000            | 284,000    | 4.4%                 |
| 2018             | 12,800,922 | 717,255,286                                    | 56,032    | 6,151,000            | 273,000    | 4.2%                 |
| 2017             | 12,787,641 | 681,658,520                                    | 53,306    | 6,113,000            | 313,000    | 4.9%                 |
| 2016             | 12,782,275 | 662,352,876                                    | 51,818    | 6,102,000            | 347,000    | 5.4%                 |
| 2015             | 12,784,826 | 644,445,802                                    | 50,407    | 6,074,000            | 339,000    | 5.3%                 |
| 2014             | 12,788,313 | 619,387,125                                    | 48,434    | 6,018,000            | 374,000    | 5.9%                 |
| 2013             | 12,776,309 | 592,972,739                                    | 46,412    | 5,968,000            | 475,000    | 7.4%                 |
| 2012             | 12,767,118 | 587,521,891                                    | 46,018    | 5,957,000            | 506,000    | 7.8%                 |
| 2011             | 12,745,815 | 563,434,875                                    | 44,205    | 5,889,000            | 507,000    | 7.9%                 |

**Sources:** Personal income is provided by the Bureau of Economic Analysis, U.S. Department of Commerce ([www.bea.gov/index.htm](http://www.bea.gov/index.htm)) through estimates released September 2021.

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 PA Dept. of Labor and Industry at:  
<https://paworkstats.geosolinc.com/vosnet/analyzer/results.aspx?enc=HofiwY22SoLTS/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 (2010 calendar year). Therefore, the totals shown may differ from year to year.

(2) Personal income data is provided as of the midyear.

(3) Information is for the Commonwealth of Pennsylvania.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Employment by Industry**  
**Current Calendar Year and Nine Years Prior**

| Industry                                      | 2020           |                    |                           | 2011           |                    |                           |
|-----------------------------------------------|----------------|--------------------|---------------------------|----------------|--------------------|---------------------------|
|                                               | Establishments | Average Employment | Total Wage                | Establishments | Average Employment | Total Wage                |
| Accommodation and Food Services               | 28,299         | 357,118            | \$ 7,046,474,825          | 26,693         | 419,193            | \$ 6,498,596,076          |
| Administrative and Waste Services             | 18,475         | 286,444            | 12,065,624,690            | 16,459         | 287,545            | 9,041,430,947             |
| Agriculture, Forestry, Fishing & Hunting      | 2,408          | 25,441             | 979,473,209               | 1,873          | 23,049             | 668,594,193               |
| Arts, Entertainment, and Recreation           | 5,441          | 69,616             | 2,799,557,688             | 4,678          | 94,813             | 2,805,721,936             |
| Construction                                  | 29,533         | 249,632            | 17,492,886,296            | 28,276         | 231,498            | 12,559,003,013            |
| Educational Services                          | 9,111          | 463,106            | 28,811,917,878            | 8,676          | 505,672            | 24,321,020,274            |
| Finance and Insurance                         | 18,545         | 266,895            | 27,647,251,779            | 18,443         | 254,016            | 18,967,539,704            |
| Health Care and Social Assistance             | 53,457         | 1,050,527          | 58,801,794,940            | 57,165         | 949,147            | 41,456,248,630            |
| Information                                   | 5,982          | 86,364             | 9,077,439,936             | 4,738          | 94,553             | 6,131,384,273             |
| Management of Companies and Enterprises       | 5,047          | 126,974            | 17,726,505,118            | 2,734          | 123,147            | 13,169,251,894            |
| Manufacturing                                 | 14,378         | 538,188            | 36,040,909,213            | 14,772         | 565,406            | 31,242,396,737            |
| Mining, Quarrying, and Oil and Gas Extraction | 1,232          | 22,505             | 1,988,746,219             | 1,323          | 32,538             | 2,373,903,987             |
| Other Services, Ex. Public Admin              | 33,687         | 171,263            | 6,762,372,137             | 31,103         | 187,052            | 5,281,536,647             |
| Professional and Technical Services           | 42,948         | 361,637            | 37,520,689,946            | 35,328         | 314,097            | 24,725,027,810            |
| Public Administration                         | 5,130          | 234,354            | 15,487,408,916            | 4,924          | 245,692            | 12,897,272,147            |
| Real Estate and Rental and Leasing            | 11,221         | 61,911             | 4,217,282,052             | 9,364          | 58,365             | 2,838,048,260             |
| Retail Trade                                  | 40,474         | 569,847            | 18,897,433,042            | 42,320         | 633,755            | 16,057,187,460            |
| Transportation and Warehousing                | 11,852         | 309,513            | 16,266,219,719            | 10,382         | 255,139            | 10,897,541,534            |
| Utilities                                     | 1,393          | 34,019             | 3,474,607,571             | 1,285          | 32,471             | 2,743,427,574             |
| Wholesale Trade                               | 22,947         | 204,302            | 17,643,937,860            | 24,742         | 228,099            | 15,674,237,081            |
| <b>Total - All Industries</b>                 | <b>361,560</b> | <b>5,489,656</b>   | <b>\$ 340,748,533,034</b> | <b>345,278</b> | <b>5,535,247</b>   | <b>\$ 260,349,370,177</b> |

**Sources:** Information was obtained from the Center for Workforce Information & Analysis, Pennsylvania Department of Labor and Industry website at [www.paworkstats.geosolinc.com](http://www.paworkstats.geosolinc.com).

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Principal Employers**  
**Current Calendar Year and Nine Years Prior**

| <u>Employer</u>                  | <u>2021<br/>Rank</u> | <u>2012<br/>Rank</u> |
|----------------------------------|----------------------|----------------------|
| Wal-Mart Associates Inc.         | 1                    | 1                    |
| Trustees of the University of PA | 2                    | 3                    |
| City of Philadelphia             | 3                    | 2                    |
| Giant Food Stores LLC            | 4                    | 6                    |
| Pennsylvania State University    | 5                    | 4                    |
| United Parcel Services Inc.      | 6                    | 10                   |
| School District of Philadelphia  | 7                    | 5                    |
| UPMC Presbyterian Shadyside      | 8                    | 7                    |
| Amazon.com Services Inc.         | 9                    | -                    |
| PNC Bank NA                      | 10                   | 9                    |
| University of Pittsburgh         | N/A                  | 8                    |

**Source:** Pennsylvania Department of Labor and Industry.

The Department is not able to provide the number of employees due to confidentiality restrictions.

## **Operating Information**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Full-Time Equivalent Employees by Function/Category**  
**Last Ten Fiscal Years**

|                            | <u>2021</u> | <u>2020</u> | <u>2019</u> | <u>2018</u> | <u>2017</u> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Function</b>            |             |             |             |             |             |
| Teacher/Instructor         | 483         | 476         | 469         | 437         | 416         |
| Student Support            | 132         | 129         | 126         | 124         | 123         |
| Academic Staff Support     | 52          | 47          | 54          | 55          | 54          |
| Academic Leadership        | 17          | 19          | 19          | 20          | 21          |
| Non-Academic Staff Support | 46          | 41          | 37          | 38          | 32          |
| Executive                  | 6           | 6           | 6           | 6           | 6           |
| <b>Total</b>               | <u>736</u>  | <u>718</u>  | <u>711</u>  | <u>680</u>  | <u>652</u>  |
|                            |             |             |             |             |             |
|                            | <u>2016</u> | <u>2015</u> | <u>2014</u> | <u>2013</u> | <u>2012</u> |
| <b>Function</b>            |             |             |             |             |             |
| Teacher/Instructor         | 386         | 409         | 338         | 338         | 364         |
| Student Support            | 125         | 134         | 131         | 131         | 95          |
| Academic Staff Support     | 54          | 67          | 60          | 60          | 41          |
| Academic Leadership        | 21          | 21          | 20          | 20          | 18          |
| Non-Academic Staff Support | 29          | 29          | 24          | 24          | 23          |
| Executive                  | 6           | 7           | 6           | 6           | 11          |
| <b>Total</b>               | <u>621</u>  | <u>667</u>  | <u>579</u>  | <u>579</u>  | <u>552</u>  |

**Source:** PA Cyber Charter School records.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Teacher Salaries**  
**Last Ten Fiscal Years**

| <u>Fiscal Year</u> | <u>Minimum<br/>Salary</u> | <u>Maximum<br/>Salary</u> | <u>Average<br/>Salary</u> |
|--------------------|---------------------------|---------------------------|---------------------------|
| 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                    |
| 2014               | 37,286                    | 73,349                    | 49,442                    |
| 2013               | 24,750                    | 68,310                    | 42,447                    |
| 2012               | 23,750                    | 78,414                    | 40,816                    |

**Source:** PA Cyber Charter School records.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Operating Statistics**  
**Last Ten Fiscal Years**

| <u>Fiscal Year</u> | <u>FTE Enrollment</u> | <u>Governmental Activities Expenses</u> | <u>Cost per Pupil</u> | <u>Percentage Change</u> | <u>Teaching Staff</u> | <u>Pupil/Teacher Ratio</u> |
|--------------------|-----------------------|-----------------------------------------|-----------------------|--------------------------|-----------------------|----------------------------|
| 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                       |
| 2014               | 10,776                | 111,765,437                             | 10,371.70             | 2.58%                    | 338                   | 32:1                       |
| 2013               | 10,935                | 110,562,823                             | 10,110.91             | 0.00%                    | 338                   | 32:1                       |
| 2012               | 10,880                | 110,003,376                             | 10,110.60             | -0.77%                   | 364                   | 30:1                       |

**Source:** PA Cyber Charter School records.

**Notes:**

(1) Includes all funds. (GAAP Basis)

(2) Beginning with fiscal year 2015, the School implemented GASB 68 and in fiscal 2018 GASB 75 which impacted Governmental Activities Expenses.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

| County          | 2021         |                       | 2020         |                       | 2019         |                       | 2018         |                       | 2017         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Adams           | 106          | 0.75%                 | 105          | 0.77%                 | 115          | 0.78%                 | 123          | 0.84%                 | 122          | 0.85%                 |
| Allegheny       | 1,652        | 11.76%                | 1,611        | 11.75%                | 1,691        | 11.49%                | 1,892        | 12.89%                | 1,910        | 13.29%                |
| Armstrong       | 163          | 1.16%                 | 119          | 0.87%                 | 110          | 0.75%                 | 105          | 0.72%                 | 106          | 0.74%                 |
| Beaver          | 640          | 4.56%                 | 541          | 3.95%                 | 613          | 4.17%                 | 597          | 4.07%                 | 565          | 3.93%                 |
| Bedford         | 32           | 0.23%                 | 25           | 0.18%                 | 38           | 0.26%                 | 27           | 0.18%                 | 35           | 0.24%                 |
| Berks           | 239          | 1.70%                 | 226          | 1.65%                 | 279          | 1.90%                 | 278          | 1.89%                 | 287          | 2.00%                 |
| Blair           | 140          | 1.00%                 | 123          | 0.90%                 | 130          | 0.88%                 | 143          | 0.97%                 | 129          | 0.90%                 |
| Bradford        | 39           | 0.28%                 | 52           | 0.38%                 | 56           | 0.38%                 | 56           | 0.38%                 | 64           | 0.45%                 |
| Bucks           | 196          | 1.40%                 | 210          | 1.53%                 | 260          | 1.77%                 | 260          | 1.77%                 | 252          | 1.75%                 |
| Butler          | 511          | 3.64%                 | 472          | 3.44%                 | 482          | 3.28%                 | 453          | 3.09%                 | 453          | 3.15%                 |
| Cambria         | 151          | 1.07%                 | 114          | 0.83%                 | 146          | 0.99%                 | 143          | 0.97%                 | 117          | 0.81%                 |
| Cameron         | 4            | 0.03%                 | 3            | 0.02%                 | 5            | 0.03%                 | 8            | 0.05%                 | 12           | 0.08%                 |
| Carbon          | 71           | 0.51%                 | 61           | 0.45%                 | 67           | 0.46%                 | 61           | 0.42%                 | 60           | 0.42%                 |
| Centre          | 102          | 0.73%                 | 112          | 0.82%                 | 120          | 0.82%                 | 106          | 0.72%                 | 91           | 0.63%                 |
| Chester         | 90           | 0.64%                 | 56           | 0.41%                 | 73           | 0.50%                 | 83           | 0.57%                 | 101          | 0.70%                 |
| Clarion         | 88           | 0.63%                 | 84           | 0.61%                 | 105          | 0.71%                 | 100          | 0.68%                 | 90           | 0.63%                 |
| Clearfield      | 123          | 0.88%                 | 111          | 0.81%                 | 107          | 0.73%                 | 100          | 0.68%                 | 91           | 0.63%                 |
| Clinton         | 58           | 0.41%                 | 61           | 0.45%                 | 63           | 0.43%                 | 54           | 0.37%                 | 40           | 0.28%                 |
| Columbia        | 56           | 0.40%                 | 65           | 0.47%                 | 63           | 0.43%                 | 62           | 0.42%                 | 56           | 0.39%                 |
| Crawford        | 242          | 1.72%                 | 251          | 1.83%                 | 271          | 1.84%                 | 294          | 2.00%                 | 299          | 2.08%                 |
| Cumberland      | 259          | 1.84%                 | 236          | 1.72%                 | 244          | 1.66%                 | 291          | 1.98%                 | 295          | 2.05%                 |
| Dauphin         | 495          | 3.52%                 | 489          | 3.57%                 | 524          | 3.56%                 | 476          | 3.24%                 | 474          | 3.30%                 |
| Delaware        | 358          | 2.55%                 | 395          | 2.88%                 | 452          | 3.07%                 | 422          | 2.88%                 | 412          | 2.87%                 |
| Elk             | 12           | 0.09%                 | 23           | 0.17%                 | 8            | 0.05%                 | 6            | 0.04%                 | 9            | 0.06%                 |
| Erie            | 792          | 5.64%                 | 781          | 5.70%                 | 869          | 5.91%                 | 919          | 6.26%                 | 838          | 5.83%                 |
| Fayette         | 461          | 3.28%                 | 429          | 3.13%                 | 447          | 3.04%                 | 444          | 3.03%                 | 448          | 3.12%                 |
| Forest          | 5            | 0.04%                 | 4            | 0.03%                 | 9            | 0.06%                 | 5            | 0.03%                 | 5            | 0.03%                 |
| Franklin        | 124          | 0.88%                 | 109          | 0.80%                 | 133          | 0.90%                 | 146          | 0.99%                 | 132          | 0.92%                 |
| Fulton          | 8            | 0.06%                 | 10           | 0.07%                 | 16           | 0.11%                 | 13           | 0.09%                 | 10           | 0.07%                 |
| Greene          | 88           | 0.63%                 | 101          | 0.74%                 | 101          | 0.69%                 | 86           | 0.59%                 | 74           | 0.51%                 |
| <b>Subtotal</b> | <b>7,305</b> | <b>52.00%</b>         | <b>6,979</b> | <b>50.92%</b>         | <b>7,597</b> | <b>51.62%</b>         | <b>7,753</b> | <b>52.83%</b>         | <b>7,577</b> | <b>52.71%</b>         |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County          | 2021         |                       | 2020         |                       | 2019         |                       | 2018         |                       | 2017         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Huntingdon      | 35           | 0.25%                 | 39           | 0.28%                 | 39           | 0.27%                 | 43           | 0.29%                 | 52           | 0.36%                 |
| Indiana         | 142          | 1.01%                 | 144          | 1.05%                 | 135          | 0.92%                 | 141          | 0.96%                 | 152          | 1.06%                 |
| Jefferson       | 97           | 0.69%                 | 66           | 0.48%                 | 88           | 0.60%                 | 76           | 0.52%                 | 79           | 0.55%                 |
| Juniata         | 13           | 0.09%                 | 16           | 0.12%                 | 30           | 0.20%                 | 29           | 0.20%                 | 18           | 0.13%                 |
| Lackawanna      | 92           | 0.65%                 | 73           | 0.53%                 | 72           | 0.49%                 | 67           | 0.46%                 | 71           | 0.49%                 |
| Lancaster       | 367          | 2.61%                 | 390          | 2.85%                 | 383          | 2.60%                 | 382          | 2.60%                 | 443          | 3.08%                 |
| Lawrence        | 204          | 1.45%                 | 190          | 1.39%                 | 185          | 1.26%                 | 171          | 1.17%                 | 174          | 1.21%                 |
| Lebanon         | 143          | 1.02%                 | 145          | 1.06%                 | 163          | 1.11%                 | 124          | 0.85%                 | 120          | 0.83%                 |
| Lehigh          | 325          | 2.31%                 | 358          | 2.61%                 | 374          | 2.54%                 | 353          | 2.41%                 | 337          | 2.34%                 |
| Luzerne         | 474          | 3.37%                 | 416          | 3.04%                 | 354          | 2.41%                 | 299          | 2.04%                 | 282          | 1.96%                 |
| Lycoming        | 161          | 1.15%                 | 139          | 1.01%                 | 185          | 1.26%                 | 205          | 1.40%                 | 196          | 1.36%                 |
| McKean          | 37           | 0.26%                 | 33           | 0.24%                 | 35           | 0.24%                 | 30           | 0.20%                 | 16           | 0.11%                 |
| Mercer          | 153          | 1.09%                 | 185          | 1.35%                 | 188          | 1.28%                 | 183          | 1.25%                 | 172          | 1.20%                 |
| Mifflin         | 37           | 0.26%                 | 20           | 0.15%                 | 34           | 0.23%                 | 27           | 0.18%                 | 33           | 0.23%                 |
| Monroe          | 221          | 1.57%                 | 208          | 1.52%                 | 233          | 1.58%                 | 248          | 1.69%                 | 266          | 1.85%                 |
| Montgomery      | 194          | 1.38%                 | 191          | 1.39%                 | 200          | 1.36%                 | 236          | 1.61%                 | 206          | 1.43%                 |
| Montour         | 11           | 0.08%                 | 10           | 0.07%                 | 14           | 0.10%                 | 15           | 0.10%                 | 10           | 0.07%                 |
| Northampton     | 315          | 2.24%                 | 330          | 2.41%                 | 359          | 2.44%                 | 323          | 2.20%                 | 287          | 2.00%                 |
| Northumberland  | 128          | 0.91%                 | 152          | 1.11%                 | 155          | 1.05%                 | 153          | 1.04%                 | 167          | 1.16%                 |
| Perry           | 73           | 0.52%                 | 78           | 0.57%                 | 104          | 0.71%                 | 93           | 0.63%                 | 118          | 0.82%                 |
| Philadelphia    | 859          | 6.11%                 | 871          | 6.36%                 | 876          | 5.95%                 | 826          | 5.63%                 | 774          | 5.38%                 |
| Pike            | 43           | 0.31%                 | 37           | 0.27%                 | 46           | 0.31%                 | 43           | 0.29%                 | 39           | 0.27%                 |
| Potter          | 3            | 0.02%                 | 4            | 0.03%                 | 5            | 0.03%                 | 9            | 0.06%                 | 11           | 0.08%                 |
| Schuylkill      | 122          | 0.87%                 | 105          | 0.77%                 | 121          | 0.82%                 | 106          | 0.72%                 | 89           | 0.62%                 |
| Snyder          | 57           | 0.41%                 | 60           | 0.44%                 | 55           | 0.37%                 | 57           | 0.39%                 | 47           | 0.33%                 |
| Somerset        | 117          | 0.83%                 | 125          | 0.91%                 | 129          | 0.88%                 | 144          | 0.98%                 | 181          | 1.26%                 |
| Sullivan        | 8            | 0.06%                 | 11           | 0.08%                 | 9            | 0.06%                 | 13           | 0.09%                 | 10           | 0.07%                 |
| Susquehanna     | 38           | 0.27%                 | 37           | 0.27%                 | 57           | 0.39%                 | 45           | 0.31%                 | 56           | 0.39%                 |
| Tioga           | 42           | 0.30%                 | 31           | 0.23%                 | 28           | 0.19%                 | 26           | 0.18%                 | 32           | 0.22%                 |
| <b>Subtotal</b> | <b>4,511</b> | <b>32.11%</b>         | <b>4,464</b> | <b>32.57%</b>         | <b>4,656</b> | <b>31.64%</b>         | <b>4,467</b> | <b>30.44%</b>         | <b>4,438</b> | <b>30.87%</b>         |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County       | 2021          |                       | 2020          |                       | 2019          |                       | 2018          |                       | 2017          |                       |
|--------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|
|              | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment |
| Union        | 38            | 0.27%                 | 25            | 0.18%                 | 28            | 0.19%                 | 38            | 0.26%                 | 53            | 0.37%                 |
| Venango      | 131           | 0.93%                 | 120           | 0.88%                 | 137           | 0.93%                 | 126           | 0.86%                 | 141           | 0.98%                 |
| Warren       | 75            | 0.53%                 | 70            | 0.51%                 | 66            | 0.45%                 | 55            | 0.37%                 | 55            | 0.38%                 |
| Washington   | 480           | 3.42%                 | 466           | 3.40%                 | 492           | 3.34%                 | 521           | 3.55%                 | 487           | 3.39%                 |
| Wayne        | 19            | 0.14%                 | 20            | 0.15%                 | 27            | 0.18%                 | 20            | 0.14%                 | 24            | 0.17%                 |
| Westmoreland | 919           | 6.54%                 | 971           | 7.09%                 | 1,014         | 6.89%                 | 997           | 6.79%                 | 933           | 6.49%                 |
| Wyoming      | 28            | 0.20%                 | 19            | 0.14%                 | 29            | 0.20%                 | 23            | 0.16%                 | 30            | 0.21%                 |
| York         | 543           | 3.87%                 | 571           | 4.17%                 | 670           | 4.55%                 | 674           | 4.59%                 | 637           | 4.43%                 |
| <b>Total</b> | <b>14,049</b> | <b>100.00%</b>        | <b>13,705</b> | <b>100.00%</b>        | <b>14,716</b> | <b>100.00%</b>        | <b>14,674</b> | <b>100.00%</b>        | <b>14,375</b> | <b>100.00%</b>        |

(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)

| County          | 2016         |                       | 2015         |                       | 2014         |                       | 2013         |                       | 2012         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Adams           | 114          | 0.83%                 | 115          | 0.85%                 | 132          | 0.93%                 | 113          | 0.80%                 | 115          | 0.81%                 |
| Allegheny       | 1,786        | 12.97%                | 1,747        | 12.93%                | 1,854        | 13.02%                | 1,786        | 12.71%                | 1,835        | 12.85%                |
| Armstrong       | 94           | 0.68%                 | 103          | 0.76%                 | 120          | 0.84%                 | 125          | 0.89%                 | 123          | 0.86%                 |
| Beaver          | 544          | 3.95%                 | 548          | 4.06%                 | 548          | 3.85%                 | 630          | 4.48%                 | 856          | 5.99%                 |
| Bedford         | 40           | 0.29%                 | 46           | 0.34%                 | 51           | 0.36%                 | 48           | 0.34%                 | 46           | 0.32%                 |
| Berks           | 256          | 1.86%                 | 218          | 1.61%                 | 247          | 1.74%                 | 282          | 2.01%                 | 265          | 1.86%                 |
| Blair           | 121          | 0.88%                 | 145          | 1.07%                 | 165          | 1.16%                 | 142          | 1.01%                 | 182          | 1.27%                 |
| Bradford        | 64           | 0.46%                 | 74           | 0.55%                 | 83           | 0.58%                 | 89           | 0.63%                 | 72           | 0.50%                 |
| Bucks           | 216          | 1.57%                 | 209          | 1.55%                 | 215          | 1.51%                 | 229          | 1.63%                 | 247          | 1.73%                 |
| Butler          | 451          | 3.28%                 | 445          | 3.29%                 | 492          | 3.46%                 | 528          | 3.76%                 | 503          | 3.52%                 |
| Cambria         | 146          | 1.06%                 | 117          | 0.87%                 | 133          | 0.93%                 | 140          | 1.00%                 | 155          | 1.09%                 |
| Cameron         | 10           | 0.07%                 | 3            | 0.02%                 | 3            | 0.02%                 | 9            | 0.06%                 | 7            | 0.05%                 |
| Carbon          | 45           | 0.33%                 | 55           | 0.41%                 | 63           | 0.44%                 | 63           | 0.45%                 | 76           | 0.53%                 |
| Centre          | 113          | 0.82%                 | 126          | 0.93%                 | 111          | 0.78%                 | 119          | 0.85%                 | 92           | 0.64%                 |
| Chester         | 118          | 0.86%                 | 136          | 1.01%                 | 155          | 1.09%                 | 160          | 1.14%                 | 190          | 1.33%                 |
| Clarion         | 93           | 0.68%                 | 102          | 0.76%                 | 86           | 0.60%                 | 92           | 0.65%                 | 94           | 0.66%                 |
| Clearfield      | 121          | 0.88%                 | 142          | 1.05%                 | 160          | 1.12%                 | 156          | 1.11%                 | 149          | 1.04%                 |
| Clinton         | 71           | 0.52%                 | 68           | 0.50%                 | 61           | 0.43%                 | 64           | 0.46%                 | 61           | 0.43%                 |
| Columbia        | 52           | 0.38%                 | 80           | 0.59%                 | 80           | 0.56%                 | 73           | 0.52%                 | 61           | 0.43%                 |
| Crawford        | 292          | 2.12%                 | 284          | 2.10%                 | 267          | 1.88%                 | 268          | 1.91%                 | 226          | 1.58%                 |
| Cumberland      | 282          | 2.05%                 | 287          | 2.12%                 | 287          | 2.02%                 | 243          | 1.73%                 | 220          | 1.54%                 |
| Dauphin         | 459          | 3.33%                 | 438          | 3.24%                 | 439          | 3.08%                 | 459          | 3.27%                 | 402          | 2.81%                 |
| Delaware        | 382          | 2.77%                 | 369          | 2.73%                 | 373          | 2.62%                 | 467          | 3.32%                 | 554          | 3.88%                 |
| Elk             | 12           | 0.09%                 | 20           | 0.15%                 | 27           | 0.19%                 | 32           | 0.23%                 | 15           | 0.11%                 |
| Erie            | 790          | 5.74%                 | 699          | 5.18%                 | 617          | 4.33%                 | 527          | 3.75%                 | 417          | 2.92%                 |
| Fayette         | 424          | 3.08%                 | 396          | 2.93%                 | 385          | 2.70%                 | 318          | 2.26%                 | 268          | 1.88%                 |
| Forest          | 5            | 0.04%                 | 3            | 0.02%                 | 7            | 0.05%                 | 5            | 0.04%                 | 3            | 0.02%                 |
| Franklin        | 110          | 0.80%                 | 104          | 0.77%                 | 115          | 0.81%                 | 110          | 0.78%                 | 127          | 0.89%                 |
| Fulton          | 9            | 0.07%                 | 15           | 0.11%                 | 17           | 0.12%                 | 17           | 0.12%                 | 21           | 0.15%                 |
| Greene          | 52           | 0.38%                 | 52           | 0.38%                 | 66           | 0.46%                 | 80           | 0.57%                 | 80           | 0.56%                 |
| <b>Subtotal</b> | <b>7,272</b> | <b>52.82%</b>         | <b>7,146</b> | <b>52.91%</b>         | <b>7,359</b> | <b>51.69%</b>         | <b>7,374</b> | <b>52.48%</b>         | <b>7,462</b> | <b>52.24%</b>         |

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County          | 2016         |                       | 2015         |                       | 2014         |                       | 2013         |                       | 2012         |                       |
|-----------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
|                 | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment | Enrollment   | Percent of Enrollment |
| Huntingdon      | 30           | 0.22%                 | 18           | 0.13%                 | 18           | 0.13%                 | 13           | 0.09%                 | 11           | 0.08%                 |
| Indiana         | 153          | 1.11%                 | 132          | 0.98%                 | 140          | 0.98%                 | 149          | 1.06%                 | 126          | 0.88%                 |
| Jefferson       | 63           | 0.46%                 | 32           | 0.24%                 | 38           | 0.27%                 | 33           | 0.23%                 | 43           | 0.30%                 |
| Juniata         | 12           | 0.09%                 | 14           | 0.10%                 | 16           | 0.11%                 | 17           | 0.12%                 | 26           | 0.18%                 |
| Lackawanna      | 86           | 0.62%                 | 93           | 0.69%                 | 124          | 0.87%                 | 153          | 1.09%                 | 178          | 1.25%                 |
| Lancaster       | 430          | 3.12%                 | 454          | 3.36%                 | 443          | 3.11%                 | 448          | 3.19%                 | 466          | 3.26%                 |
| Lawrence        | 175          | 1.27%                 | 177          | 1.31%                 | 192          | 1.35%                 | 187          | 1.33%                 | 203          | 1.42%                 |
| Lebanon         | 129          | 0.94%                 | 152          | 1.13%                 | 169          | 1.19%                 | 155          | 1.10%                 | 152          | 1.06%                 |
| Lehigh          | 309          | 2.24%                 | 312          | 2.31%                 | 328          | 2.30%                 | 261          | 1.86%                 | 292          | 2.04%                 |
| Luzerne         | 199          | 1.45%                 | 225          | 1.67%                 | 261          | 1.83%                 | 244          | 1.74%                 | 229          | 1.60%                 |
| Lycoming        | 153          | 1.11%                 | 146          | 1.08%                 | 186          | 1.31%                 | 203          | 1.44%                 | 185          | 1.30%                 |
| McKean          | 25           | 0.18%                 | 32           | 0.24%                 | 51           | 0.36%                 | 34           | 0.24%                 | 29           | 0.20%                 |
| Mercer          | 180          | 1.31%                 | 171          | 1.27%                 | 182          | 1.28%                 | 148          | 1.05%                 | 143          | 1.00%                 |
| Mifflin         | 21           | 0.15%                 | 17           | 0.13%                 | 29           | 0.20%                 | 33           | 0.23%                 | 26           | 0.18%                 |
| Monroe          | 248          | 1.80%                 | 284          | 2.10%                 | 325          | 2.28%                 | 311          | 2.21%                 | 373          | 2.61%                 |
| Montgomery      | 207          | 1.50%                 | 222          | 1.64%                 | 250          | 1.76%                 | 271          | 1.93%                 | 316          | 2.21%                 |
| Montour         | 4            | 0.03%                 | 8            | 0.06%                 | 10           | 0.07%                 | 12           | 0.09%                 | 6            | 0.04%                 |
| Northampton     | 289          | 2.10%                 | 272          | 2.01%                 | 328          | 2.30%                 | 287          | 2.04%                 | 311          | 2.18%                 |
| Northumberland  | 124          | 0.90%                 | 156          | 1.15%                 | 141          | 0.99%                 | 147          | 1.05%                 | 125          | 0.88%                 |
| Perry           | 102          | 0.74%                 | 118          | 0.87%                 | 108          | 0.76%                 | 105          | 0.75%                 | 106          | 0.74%                 |
| Philadelphia    | 699          | 5.08%                 | 551          | 4.08%                 | 591          | 4.15%                 | 550          | 3.91%                 | 634          | 4.44%                 |
| Pike            | 44           | 0.32%                 | 50           | 0.37%                 | 53           | 0.37%                 | 60           | 0.43%                 | 69           | 0.48%                 |
| Potter          | 8            | 0.06%                 | 10           | 0.07%                 | 4            | 0.03%                 | 5            | 0.04%                 | 3            | 0.02%                 |
| Schuylkill      | 91           | 0.66%                 | 97           | 0.72%                 | 124          | 0.87%                 | 109          | 0.78%                 | 113          | 0.79%                 |
| Snyder          | 44           | 0.32%                 | 45           | 0.33%                 | 55           | 0.39%                 | 44           | 0.31%                 | 32           | 0.22%                 |
| Somerset        | 160          | 1.16%                 | 185          | 1.37%                 | 154          | 1.08%                 | 160          | 1.14%                 | 168          | 1.18%                 |
| Sullivan        | 11           | 0.08%                 | 17           | 0.13%                 | 26           | 0.18%                 | 31           | 0.22%                 | 29           | 0.20%                 |
| Susquehanna     | 64           | 0.46%                 | 84           | 0.62%                 | 102          | 0.72%                 | 100          | 0.71%                 | 99           | 0.69%                 |
| Tioga           | 45           | 0.33%                 | 55           | 0.41%                 | 66           | 0.46%                 | 65           | 0.46%                 | 40           | 0.28%                 |
| <b>Subtotal</b> | <b>4,105</b> | <b>29.82%</b>         | <b>4,129</b> | <b>30.57%</b>         | <b>4,514</b> | <b>31.71%</b>         | <b>4,335</b> | <b>30.85%</b>         | <b>4,533</b> | <b>31.73%</b>         |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Enrollment by County**  
**Last Ten Fiscal Years**

(continued)

| County       | 2016          |                       | 2015          |                       | 2014          |                       | 2013          |                       | 2012          |                       |
|--------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|
|              | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment | Enrollment    | Percent of Enrollment |
| Union        | 46            | 0.33%                 | 58            | 0.43%                 | 53            | 0.37%                 | 61            | 0.43%                 | 54            | 0.38%                 |
| Venango      | 121           | 0.88%                 | 131           | 0.97%                 | 150           | 1.05%                 | 134           | 0.95%                 | 125           | 0.88%                 |
| Warren       | 67            | 0.49%                 | 47            | 0.35%                 | 43            | 0.30%                 | 46            | 0.33%                 | 35            | 0.25%                 |
| Washington   | 541           | 3.93%                 | 474           | 3.51%                 | 483           | 3.39%                 | 530           | 3.77%                 | 500           | 3.50%                 |
| Wayne        | 27            | 0.20%                 | 28            | 0.21%                 | 35            | 0.25%                 | 47            | 0.33%                 | 49            | 0.34%                 |
| Westmoreland | 972           | 7.06%                 | 898           | 6.65%                 | 936           | 6.57%                 | 914           | 6.50%                 | 929           | 6.50%                 |
| Wyoming      | 28            | 0.20%                 | 28            | 0.21%                 | 33            | 0.23%                 | 27            | 0.19%                 | 31            | 0.22%                 |
| York         | 588           | 4.27%                 | 568           | 4.21%                 | 630           | 4.43%                 | 584           | 4.16%                 | 566           | 3.96%                 |
| <b>Total</b> | <b>13,767</b> | <b>100.00%</b>        | <b>13,507</b> | <b>100.00%</b>        | <b>14,236</b> | <b>100.00%</b>        | <b>14,052</b> | <b>100.00%</b>        | <b>14,284</b> | <b>100.00%</b>        |

Source: PA Cyber Charter School records.

**Notes:**

(2) Total Student enrollment, not FTEs.



**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**School Building Information**  
**June 30, 2021**

| <u>Property Name</u>         | <u>Purchase Date</u> | <u>Building<br/>Square Footage</u> | <u>Enrollment</u> |
|------------------------------|----------------------|------------------------------------|-------------------|
| 652 Midland Avenue Building  | 3/10/2008            | 30,500                             | N/A               |
| 900 Midland Avenue Building  | 4/18/2005            | 12,400                             | N/A               |
| 617 Midland Avenue Building  | 8/8/2005             | 16,500                             | N/A               |
| 735 Midland Avenue Building  | 6/1/2010             | 27,860                             | N/A               |
| 1200 Midland Avenue Building | 6/16/2010            | 33,200                             | N/A               |
| 520 Railroad Avenue Building | 6/30/2011            | 3,000                              | N/A               |

**Source:** PA Cyber Charter School records.

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

| <u>General Liability Coverage</u>                                             | Philadelphia Indemnity Insurance Company         |
|-------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Policy Number</b>                                                          | <b>PHPK2292719</b>                               |
| <b>Policy Period</b>                                                          | <b>6/30/21-6/30/22</b>                           |
| 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                                                              | \$5,000                                          |
| <br><b>Employee Benefits Liability:</b>                                       |                                                  |
| -Each Employee                                                                | \$1,000,000                                      |
| -Aggregate                                                                    | \$3,000,000                                      |
| -Deductible                                                                   | \$1,000                                          |
| -Retroactive Date                                                             | 2/20/2015                                        |
| <br><b>Sexual Misconduct &amp; Molestation:</b>                               |                                                  |
| -Occurrence                                                                   | \$1,000,000                                      |
| -Aggregate                                                                    | \$3,000,000                                      |
| <br><b>Commercial Auto Liability:</b>                                         |                                                  |
| Auto Liability                                                                | \$1,000,000                                      |
| Uninsured Motorists                                                           | \$1,000,000                                      |
| Underinsured Motorists                                                        | \$1,000,000                                      |
| Personal Injury Protection                                                    |                                                  |
| -Comprehensive Deductible                                                     | \$500                                            |
| -Collision Deductible                                                         | \$1,000                                          |
| School Employees as Insured's                                                 | Included                                         |
| Volunteers as Insured's                                                       | Included                                         |
| Electronic Equipment Coverage                                                 | Included                                         |
| Auto Physical Damage                                                          | Included                                         |
| <br><u><b>Educators Legal Liability</b></u>                                   | <br><b>Ironshore Specialty Insurance Company</b> |
| <b>(Includes Directors &amp; Officers and Employment Practices Liability)</b> |                                                  |
| <b>Policy Number</b>                                                          | <b>DO7NAB0739002</b>                             |
| <b>Policy Period</b>                                                          | <b>6/30/21-6/30/22</b>                           |
| Pending and Prior Date                                                        | <b>2/20/2002</b>                                 |
| -Occurrence                                                                   | \$1,000,000                                      |
| -Aggregate                                                                    | \$1,000,000                                      |
| Directors & Officers Deductible                                               | \$25,000                                         |
| Employment Practices Liability Deductible                                     | \$75,000                                         |
| Educators Legal Liability Deductible                                          | \$75,000                                         |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

(continued)

| <u>Property Coverage</u>             | <b>Hartford Fire Insurance Company</b>  |
|--------------------------------------|-----------------------------------------|
| <b>Policy Number</b>                 | <b>13 UUN BM5820K1</b>                  |
| <b>Policy Period</b>                 | <b>6/30/21-6/30/22</b>                  |
| Blanket Building & Personal Property | \$27,461,667                            |
| -Coinsurance                         | No Penalty                              |
| -Cause of Loss                       | Special                                 |
| -Valuation                           | RC-Agreed Value                         |
| -Deductible                          | \$5,000                                 |
| Business Income Limit                | \$2,509,680                             |
| Extra Expense                        | Included in Business Interruption Limit |
| Equipment Breakdown                  | Included                                |
| Fine Arts                            | \$50,000                                |
| Computer Equipment                   | Included                                |
| -Laptop/Portable Computers           | Included                                |
| Computer Equipment Disturbance       | \$0                                     |
| Back-up of Sewers or Drains          | Included                                |
| Accounts Receivable                  | \$250,000                               |
| Valuable Papers & Records            | \$250,000                               |
| Unnamed Premises                     | \$100,000                               |
| Employment/Faculty Personal Effects  | \$50,000                                |
| Student Personal Effects             | \$100,000                               |

**Inland Marine Coverage:**

|                                         |                             |
|-----------------------------------------|-----------------------------|
| Computer Hardware-Mobile and Stationary |                             |
| Computer Software                       |                             |
| Extra Expense                           | Included in Property Limits |
| In Transit Coverage                     |                             |
| Unnamed Location                        |                             |
| -Deductible                             |                             |

**Crime Coverage**

| <u>Crime Coverage</u>   | <b>Hiscox Insurance Company, Inc.</b> |
|-------------------------|---------------------------------------|
| <b>Policy Number</b>    | <b>UC21423440.20</b>                  |
| <b>Policy Period</b>    | <b>6/30/21-6/30/22</b>                |
| Employee Theft          | \$1,000,000                           |
| Third Parties' Property | \$1,000,000                           |
| ERISA                   | \$1,000,000                           |
| Forgery of Checks       | \$1,000,000                           |
| Payment Cards           | \$1,000,000                           |
| Counterfeit             | \$1,000,000                           |
| Inside Premises         | \$1,000,000                           |
| Outside Transit         | \$1,000,000                           |
| Computer Tech Fraud     | \$1,000,000                           |
| Computer Funds Transfer | \$1,000,000                           |
| Cyber Deception         | \$100,000                             |

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

(continued)

| <u>Privacy &amp; Information Security (Cyber Liability)</u>                                                 | <b>Beazley Insurance Company, Inc.</b> |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>Policy Number</b>                                                                                        | <b>V14F02210801</b>                    |
| <b>Policy Period</b>                                                                                        | <b>6/30/21-6/30/22</b>                 |
| Breach Response - Notified Individuals<br>(In Addition to Policy Aggregate Limit of Liability)              | \$250,000                              |
| Breach Response - Legal Forensic & Public Relations<br>(In Addition to Policy Aggregate Limit of Liability) | \$2,000,000                            |
| First Party Loss - Business Interruption Loss -<br>Security Breach                                          | \$2,000,000                            |
| System Failure                                                                                              | \$2,000,000                            |
| First Party Loss - Dependent Business Loss -<br>Security Breach                                             | \$1,000,000                            |
| System Failure                                                                                              | \$1,000,000                            |
| 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                            |
| Liability - Regulatory Defense & Penalties                                                                  | \$2,000,000                            |
| Policy Aggregate Limit of Liability                                                                         | \$2,000,000                            |
| -Retention Legal, Forensic & Public Relations/Crisis Mgmt.                                                  | \$10,000 (\$5,000 Legal)               |
| -Retention Cyber Extortion Loss                                                                             | \$25,000                               |

| <u>Workers Compensation Coverage</u> | <b>Twin City Fire Insurance Company of Hartford</b> |
|--------------------------------------|-----------------------------------------------------|
| <b>Policy Number</b>                 | <b>13 WE BU2378</b>                                 |
| <b>Policy Period</b>                 | <b>6/30/21-6/30/22</b>                              |
| Employer's Liability Limits          | \$1,000,000                                         |
|                                      | \$1,000,000                                         |
|                                      | \$1,000,000                                         |
| <u>Classification:</u>               | <u>Payroll</u>                                      |
| School: Professional Employees       | On file with Company                                |

**3A STATES:** CA, AZ, AR, PA, CO, MI, DE, FL, TN, NJ, CT,  
MD, WV, NC, GA, NY, VA, NV, NH, IL, MN, MA, LA, KY

(continued)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Insurance in Force**  
**June 30, 2021**

(continued)

| <u><b>Umbrella/Excess Coverage</b></u>                                | <b>United Educators Insurance Company</b> |
|-----------------------------------------------------------------------|-------------------------------------------|
| <b>Policy Number</b>                                                  | <b>Y72-25U</b>                            |
| <b>Policy Period</b>                                                  | <b>6/30/21-6/30/22</b>                    |
| Limits of Liability - Each Occurrence                                 | \$10,000,000                              |
| Limits of Liability - Aggregate                                       | \$10,000,000                              |
| Self Insured Retention                                                | \$0                                       |
| General Liability                                                     | Included                                  |
| Employee Benefits                                                     | Included                                  |
| Sexual Abuse & Molestation                                            | \$10,000,000                              |
| Educators Legal Liability                                             | Included                                  |
| Directors & Officers Liability                                        | Excluded                                  |
| Employment Practices Liability                                        | Excluded                                  |
| Auto Liability                                                        | Included                                  |
| Employer's Liability                                                  | Included                                  |
| <br>                                                                  |                                           |
| <u><b>Business Travel Accident</b></u>                                | <b>Federal Insurance Company</b>          |
| <b>Policy Number</b>                                                  | <b>9907-58-43</b>                         |
| <b>Policy Period</b>                                                  | <b>6/30/21-6/30/22</b>                    |
| 24 Hour Business Travel - (Employees)                                 | \$250,000                                 |
| Business Travel Family - (Spouse/Domestic Partner of Insured Person)  | \$75,000                                  |
| Business Travel Family - Dependent Children of Primary Insured Person | \$50,000                                  |

# **SINGLE AUDIT REPORTS SECTION**

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Expenditures of Federal Awards**  
**Fiscal Year Ended June 30, 2021**

| 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, 2020 | Revenue Recognized | Expenditures | Accrued (Deferred) Revenue June 30, 2021 |
|------------------------------------------------------------------------------------------------------------------------|-------------|---------------------|-------------------------------|----------------------|-------------------------|--------------------------------|-----------------------------------------|--------------------|--------------|------------------------------------------|
| <b>U.S. Department of Education</b>                                                                                    |             |                     |                               |                      |                         |                                |                                         |                    |              |                                          |
| Passed through the Pennsylvania Department of Education:                                                               |             |                     |                               |                      |                         |                                |                                         |                    |              |                                          |
| Title I - Improving Basic Programs                                                                                     | I           | 84.010              | 013-21-0996                   | 07/01/20 - 09/30/21  | \$ 3,225,568            | \$ 2,956,497                   | \$ -                                    | \$ 3,225,568       | \$ 3,225,568 | \$ 269,071                               |
| Title I SIG - Program Improv-Set Aside                                                                                 | I           | 84.010              | 042-20-0996                   | 09/30/20 - 09/30/21  | 360,545                 | 332,810                        | -                                       | 356,190            | 356,190      | 23,380                                   |
| <b>Total CFDA Number 84.010</b>                                                                                        |             |                     |                               |                      |                         | 3,289,307                      | -                                       | 3,581,758          | 3,581,758    | 292,451                                  |
| Title II - Improving Teacher Quality                                                                                   | I           | 84.367              | 020-20-0996                   | 07/01/19 - 09/30/20  | 358,364                 | (8,578)                        | (8,578)                                 | -                  | -            | -                                        |
| Title II - Improving Teacher Quality                                                                                   | I           | 84.367              | 020-21-0996                   | 07/01/20 - 09/30/21  | 388,597                 | 346,228                        | -                                       | 388,597            | 388,597      | 42,369                                   |
| <b>Total CFDA Number 84.367</b>                                                                                        |             |                     |                               |                      |                         | 337,650                        | (8,578)                                 | 388,597            | 388,597      | 42,369                                   |
| Title IV - Student Support and Academic Enrichment                                                                     | I           | 84.424              | 144-21-0996                   | 07/01/20 - 09/30/21  | 213,897                 | 213,897                        | -                                       | 213,897            | 213,897      | -                                        |
| COVID-19 Elementary & Secondary School Emergency Relief (ESSER I) Fund (Education Stabilization Fund)                  | I           | 84.425D             | 200-20-0996                   | 03/13/20 - 09/30/22  | 2,316,518               | 731,532                        | 15,000                                  | 756,803            | 756,803 *    | 40,271                                   |
| COVID-19 Special Education Covid-19 Impact Mitigation (Special Education Cluster IDEA)                                 | I           | 84.027              | 252-20-0996                   | 07/01/20 - 09/30/21  | 40,237                  | 34,872                         | -                                       | 40,237             | 40,237 *     | 5,365                                    |
| <b>Total U.S. Department of Education passed through the Pennsylvania Department of Education</b>                      |             |                     |                               |                      |                         | 4,607,258                      | 6,422                                   | 4,981,292          | 4,981,292    | 380,456                                  |
| Passed through the Beaver Valley Intermediate Unit:                                                                    |             |                     |                               |                      |                         |                                |                                         |                    |              |                                          |
| IDEA 619 B Pass Through                                                                                                | I           | 84.173              | 27                            | 07/01/19 - 06/30/20  | 2,694                   | 2,694                          | 2,694                                   | -                  | -            | -                                        |
| IDEA 619 B Pass Through                                                                                                | I           | 84.173              | 27                            | 07/01/20 - 06/30/21  | 1,920                   | -                              | -                                       | 1,920              | 1,920 *      | 1,920                                    |
| <b>Total CFDA Number 84.173 (Special Education Cluster IDEA)</b>                                                       |             |                     |                               |                      |                         | 2,694                          | 2,694                                   | 1,920              | 1,920        | 1,920                                    |
| IDEA                                                                                                                   | I           | 84.027              | 27                            | 07/01/19 - 06/30/20  | 1,745,942               | 1,745,942                      | 1,745,942                               | -                  | -            | -                                        |
| IDEA                                                                                                                   | I           | 84.027              | 27                            | 07/01/20 - 06/30/21  | 1,816,437               | 1,453,150                      | -                                       | 1,816,437          | 1,816,437 *  | 363,287                                  |
| IDEA - ESY                                                                                                             | I           | 84.027              | 27                            | 07/01/19 - 06/30/20  | 60,309                  | 60,309                         | -                                       | 60,309             | 60,309 *     | -                                        |
| <b>Total CFDA Number 84.027 (Special Education Cluster IDEA)</b>                                                       |             |                     |                               |                      |                         | 3,294,273                      | 1,745,942                               | 1,916,983          | 1,916,983    | 368,652                                  |
| <b>Total U.S. Department of Education passed through the Beaver Valley Intermediate Unit</b>                           |             |                     |                               |                      |                         | 3,262,095                      | 1,748,636                               | 1,878,666          | 1,878,666    | 365,207                                  |
| <b>Total Special Education Cluster (IDEA) 84.027 &amp; 84.173</b>                                                      |             |                     |                               |                      |                         | 3,296,967                      | 1,748,636                               | 1,918,903          | 1,918,903    | 370,572                                  |
| <b>U.S. Department of Treasury</b>                                                                                     |             |                     |                               |                      |                         |                                |                                         |                    |              |                                          |
| Passed through the Pennsylvania Commission on Crime and Delinquency:                                                   |             |                     |                               |                      |                         |                                |                                         |                    |              |                                          |
| COVID-19 Coronavirus Relief Fund                                                                                       | I           | 21.019              | 2020-CS-01-34066              | 03/01/20 - 10/30/20  | 90,000                  | 90,000                         | 42,307                                  | 47,693             | 47,693       | -                                        |
| <b>Total U.S. Treasury passed through the Pennsylvania Commission on Crime and Delinquency</b>                         |             |                     |                               |                      |                         | 90,000                         | 42,307                                  | 47,693             | 47,693       | -                                        |
| <b>U.S. Department of Health and Human Services</b>                                                                    |             |                     |                               |                      |                         |                                |                                         |                    |              |                                          |
| Passed through the Pennsylvania Department of Human Services:                                                          |             |                     |                               |                      |                         |                                |                                         |                    |              |                                          |
| Medical Assistance Reimbursement for Administrative Claiming - (Medicaid Cluster)                                      | I           | 93.778              | 044-00-7657                   | 07/01/20 - 06/30/21  | 1,634                   | 1,634                          | -                                       | 1,634              | 1,634        | -                                        |
| <b>Total U.S. Department of Health and Human Services passed through the Pennsylvania Department of Human Services</b> |             |                     |                               |                      |                         | 1,634                          | -                                       | 1,634              | 1,634        | -                                        |
| <b>Total Federal Assistance</b>                                                                                        |             |                     |                               |                      |                         | \$ 7,960,987                   | \$ 1,797,365                            | \$ 6,909,285       | \$ 6,909,285 | \$ 745,663                               |

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, 2021**

**NOTE 1 - SIGNIFICANT ACCOUNTING POLICES**

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of Pennsylvania Cyber Charter School (The School) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements 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**

|                                                                       |                     |
|-----------------------------------------------------------------------|---------------------|
| Federal Awards revenue per Schedule of Expenditures of Federal Awards | \$ 6,909,285        |
| Pass-through Awards Recorded in Local Revenue                         | <u>(1,878,666)</u>  |
| Per Financial Statements                                              | <u>\$ 5,030,619</u> |

**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.

*See independent auditor's report.*





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 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, 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, 2021, and the related notes to the financial statements, which collectively comprise Pennsylvania Cyber Charter School's basic financial statements, and have issued our report thereon dated December 20, 2021.

***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 procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control 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 may exist that have not been identified.

(continued)

**Report on Internal Control over Financial Reporting and on Compliance and Other Matters**  
**Based on an Audit of Financial Statements Performed in Accordance**  
**with Government Auditing Standards**

**Independent Auditor's Report**

*(continued)*

***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 the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 20, 2021



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**

We have audited Pennsylvania Cyber Charter School's compliance with the types of compliance requirements described 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, 2021. 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.

***Management's Responsibility***

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of Pennsylvania Cyber Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Pennsylvania Cyber Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Pennsylvania Cyber Charter School's compliance.

*(continued)*



**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)

**Opinion on Each Major Federal Program**

In our opinion, Pennsylvania Cyber Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2021.

**Report on Internal Control over Compliance**

Management of Pennsylvania Cyber Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Pennsylvania Cyber Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Pennsylvania Cyber Charter School's internal control over compliance.

*A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.*

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Deluzio & Company, LLP*

Greensburg, Pennsylvania  
December 20, 2021

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Findings and Questioned Costs**  
**Fiscal Year Ended June 30, 2021**

**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:

| <u>Name of Federal Program or Cluster</u>                                 | <u>CFDA Numbers</u> |
|---------------------------------------------------------------------------|---------------------|
| Special Education Cluster (IDEA)                                          | 84.027 & 84.173     |
| COVID-19 Elementary & Secondary School<br>Emergency Relief (ESSER I) Fund | 84.425D             |

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)

**THE PENNSYLVANIA CYBER CHARTER SCHOOL**  
**Schedule of Findings and Questioned Costs**  
**Fiscal Year Ended June 30, 2021**

*(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, 2021**

**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**