

Pennsylvania Cyber CS

**Charter Annual Report**

07/01/2014 - 06/30/2015

# School Profile

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## Demographics

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

Phase:

Phase 2

CEO Name:

Michael Conti

CEO E-mail address:

mike.conti@pacyber.org

# Governance and Staff

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## *Leadership Changes*

Leadership changes during the past year on the Board of Trustees and in the school administration:

### **Board of Trustees Changes/Additions 2014-2015 School Year**

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#### **Trustees as of July 1, 2014 start of fiscal year 2014-2015**

Edward Elder - President  
 Tom Dorsey - Vice-President  
 Brian Haden - Trustee  
 John Pippy - Trustee  
 Judy Garbinski - Trustee  
 Jayne Lingenfelder - Trustee  
 Phil Tridico - Trustee  
 Roxanne Leone-Bovalino - Secretary, non-voting member  
 Matthew Schulte - Treasurer, non-voting member  
 Robert Masters - Solicitor, non-voting member

*July 21, 2014:* Trustees appoint Brian Hayden Vice President and reappoint Tom Dorsey Trustee

#### **Trustees as of June 30, 2015 end of fiscal year 2014-2015**

Edward Elder - President  
 Brian Hayden - Vice-President  
 Judy Garbinski - Trustee  
 Tom Dorsey - Trustee  
 Jayne Lingenfelder - Trustee  
 John Pippy - Trustee  
 Phil Tridico - Trustee  
 Roxanne Leone-Bovalino - Secretary, non-voting member  
 Matthew Schulte - Treasurer, non-voting member  
 Robert Masters - Solicitor, non-voting member

#### **The leadership changes 2014-2015 were as follows:**

*July 1, 2014:*

- \* Shawn Lanious assigned as K-2 Principal
- \* Kevin Romasco assigned as 3-5 Principal
- \* Jerald Barris assigned as 6-8 Principal
- \* Sean Snowden assigned as 9-12 Principal

*July 25, 2014:*

\* Merridith Murray resigned as Director of Special Education

*October 21, 2014:*

\* Alan Friedman hired as Director of Special Education

*November 24, 2014:*

\* Amber Taylor hired as Assistant Director of Special Education

*March 3, 2015:*

\* Carl Humes hired as Chief Technology Officer

### ***Board of Trustees Meeting Schedule***

<b>Location</b>	<b>Date and Time</b>
652 Midland Avenue, Midland, PA 15059	7/21/2014 6:30 PM
652 Midland Avenue, Midland, PA 15059	8/18/2014 6:30 PM
652 Midland Avenue, Midland, PA 15059	9/15/2014 6:30 PM
652 Midland Avenue, Midland, PA 15059	9/23/2014 6:30 PM
652 Midland Avenue, Midland, PA 15059	9/29/2014 6:00 PM
652 Midland Avenue, Midland, PA 15059	10/20/2014 6:30 PM
652 Midland Avenue, Midland, PA 15059	11/17/2014 6:30 PM
652 Midland Avenue, Midland, PA 15059	12/15/2014 6:30 PM
652 Midland Avenue, Midland, PA 15059	1/19/2015 6:30 PM
652 Midland Avenue, Midland, PA 15059	1/26/2015 6:00 PM
652 Midland Avenue, Midland, PA 15059	2/16/2015 6:30 PM
652 Midland Avenue, Midland, PA 15059	3/16/2015 6:30 PM
652 Midland Avenue, Midland, PA 15059	4/20/2015 6:30 PM
652 Midland Avenue, Midland, PA 15059	5/4/2015 7:30 PM
652 Midland Avenue, Midland, PA 15059	5/18/2015 6:30 PM
652 Midland Avenue, Midland, PA 15059	6/15/2015 6:30 PM
652 Midland Avenue, Midland, PA 15059	6/18/2015 4:00 PM

### ***Professional Staff Member Roster***

*There are no professional staff members.*

The professional staff member roster as recorded originally on the PDE-414 form

*PDF file uploaded.*

### ***Quality of Teaching and Other Staff***

<b>Position Categories</b>	<b>All Employed per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
Chief Executive Officer	1.00	1.00				
Principal	4.00	4.00				
Assistant Principal	9.00	4.00	2.00	1.00	1.00	
Classroom Teacher (including Master Teachers)	265.00	264.00			7.00	144.00
Specialty Teacher (including Master Teachers)	0.00	0.00				
Special Education Teacher (including Master Teachers)	71.00	71.00			2.00	
Special Education Coordinator	4.00	4.00				
Counselor	5.00	5.00				
Psychologist	3.00	3.00				
School Nurse	1.00	1.00				
Academic Advisors	54	54			3	
<b>Totals</b>	<b>417.00</b>	<b>411.00</b>	<b>2.00</b>	<b>1.00</b>	<b>13.00</b>	<b>144.00</b>

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

Major fundraising activities performed this year and planned for next year:

None

## *Fiscal Solvency Policies*

Changes to policies and procedures to ensure and monitor fiscal solvency:

Financial policies were updated and approved by The Pennsylvania Cyber Charter School's Board of Trustees on September 15, 2014. This was done to improve fiscal solvency and operational effectiveness.

### **Fiscal Solvency Policies**

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

#### **Files uploaded:**

- Finance Policies.pdf

## *Accounting System*

Changes to the accounting system the charter school uses:

None

## *Preliminary Statements of Revenues, Expenditures & Fund Balances*

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

*PDF file uploaded.*

## *Financial Audits*

### **Basics**

Audit Firm:	Deluzio & Company, LLP
Date of Last Audit:	06/30/2014
Fiscal Year Last Audited:	2013-14

### Explanation of the Report

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

N/A

### Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

*PDF file uploaded.*

### Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
None	None

## *Federal Programs Consolidated Review*

### Basics

Title I Status: Yes  
 Date of Last Federal Programs Consolidated Review: 06/23/2014  
 School Year Reviewed: 2013-2014

### Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

*PDF file uploaded.*

### Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<b>Description</b>	<b>Response</b>
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# Special Education

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## *Chapter 711 Assurances*

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## **Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Academic Advisor	735 Midland Avenue	1
Administrative Assistant	652 Midland Avenue	1
Administrative Assistant	1200 Midland Avenue	1

Administrative Assistant	735 Midland Avenue	1
Administrative Assistant	735 Midland Avenue	1
Administrative Assistant	735 Midland Avenue	1
Assistant to the Special Education Administrative Team	1200 Midland Avenue	1
Assistant to the Special Education Administrative Team	1200 Midland Avenue	1
Assistant Director of Academic Advisors	735 Midland Avenue	1
Assistant Director of Special Education	1200 Midland Avenue	1
Assistant Director of Special Education	1200 Midland Avenue	1
Assistive Technology Coordinator	1200 Midland Avenue	1
Director of Special Education	1200 Midland Avenue	1
Paraprofessional	652 Midland Avenue	1
Paraprofessional	1200 Midland Avenue	1
Paraprofessional	735 Midland Avenue	1
Paraprofessional	735 Midland Avenue	1
Reading Specialist	1200 Midland Avenue	1
School Psychologist	1200 Midland Avenue	1
School Psychologist	1200 Midland Avenue	1
School Psychologist	1200 Midland Avenue	1
Special Education Compliance Representative	1200 Midland Avenue	1
Special Education Coordinator	1200 Midland Avenue	1
Special Education Coordinator	735 Midland Avenue	1
Special Education Coordinator	735 Midland Avenue	1
Special Education Coordinator	652 Midland Avenue	1
Special Education ENF Representative	1200 Midland Avenue	1
Special Education Lead Teacher	1200 Midland Avenue	1
Special Education Lead Teacher	1200 Midland Avenue	1
Special Education Lead Teacher	652 Midland Avenue	1
Special Education Lead Teacher	735 Midland Avenue	1
Special Education Lead Teacher	735 Midland Avenue	1
Special Education Lead Teacher	735 Midland Avenue	1





## Special Education Contracted Services

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
A Step Up Academy	1 Hours	Outside Contractor	10 or fewer
A Total Approach	3 Hours	Outside Contractor	10 or fewer
ABC Transit Inc.	5 Hours	Outside Contractor	10 or fewer
AHEDD	0.75 Hours	Outside Contractor	10 or fewer
Allegheny Intermediate Unit # 3	2 Hours	Intermediate Unit	10 or fewer
Allied Therapy Partners, LLC	9 Hours	Outside Contractor	11
American Sign Interpretation	15 Hours	Outside Contractor	10 or fewer
AOT, Inc.	1.25 Hours	Outside Contractor	10 or fewer
Armstrong School District	1.25 Hours	Multiple LEA (School Districts or Charter Schools)	10 or fewer
ASL interpretation	15 Hours	Outside Contractor	10 or fewer
Autistic Support	1 Days	Outside Contractor	10 or fewer
Bricklaying, Graphic Arts, Cosmetology, Culinary Arts-half day classes in Vo-Tech	1 Days	Outside Contractor	10 or fewer
Community Employment Services	3 Hours	Outside Contractor	10 or fewer
day school - all inclusive	1 Days	Outside Contractor	10 or fewer
day school for autistic-all inclusive	3 Days	Outside Contractor	10 or fewer
day school for autistic-all inclusive	1 Days	Outside Contractor	10 or fewer
ESY Camp	1 Days	Outside Contractor	10 or fewer
ESY Summer Camp	10 Days	Outside Contractor	10 or fewer
full time placement	1 Days	Outside Contractor	10 or fewer
IEE	5 Hours	Outside Contractor	10 or fewer
Joey Travolta Film camp	10 Days	Outside Contractor	10 or fewer
music therapy	0.75 Hours	Outside Contractor	10 or fewer
New Horizons School, Autism supp classroom	4 Days	Intermediate Unit	10 or fewer
Occupational Therapy	1 Hours	Outside Contractor	10 or fewer
Occupational Therapy & Evals, Assistive Tech Evals, Consultation	6.25 Hours	Outside Contractor	10 or fewer
Orientation and Mobility	2 Hours	Outside Contractor	10 or fewer
OT, OT Consult, Speech, Social Skills, Psych	7 Hours	Outside Contractor	10 or fewer
OT, PT, Speech Therapy & Evals; Social Skills Therapy	0.5 Hours	Outside Contractor	10 or fewer
OT, PT, Speech, Psych Evals	3.5 Hours	Outside Contractor	10 or fewer
OT, PT, Speech, Psych-therapies and evals	0.25 Hours	Outside Contractor	10 or fewer
OT, PT, Speech, Social Skills, Tutoring	3.25	Outside Contractor	10 or fewer

	Hours		
OT, Speech plus OT, PT and speech evals ONLY	2 Hours	Outside Contractor	10 or fewer
OT, Speech, Psych Evals, Tutoring, Hearing , TSS, BSC	79.25 Hours	Outside Contractor	190
OT, Speech, Psych Therapy and Evals	0.5 Hours	Outside Contractor	10 or fewer
Ot, Speech, PT, Behavioral Therapy	2.75 Hours	Outside Contractor	10 or fewer
OT, Speech, PT, Tutoring, Social Skills, Behavior	5 Hours	Outside Contractor	10 or fewer
OT, Speech, tutoring, psych evals	3.5 Hours	Outside Contractor	10 or fewer
placement	1 Days	Outside Contractor	10 or fewer
placement	1 Days	Outside Contractor	10 or fewer
psych evals	5 Hours	Outside Contractor	25
Psychological Evaluations	0.25 Hours	Outside Contractor	10 or fewer
PT	2 Hours	Outside Contractor	10 or fewer
PT, OT	1 Hours	Outside Contractor	10 or fewer
PT, OT, Speech, Psych, Tutoring, FBA, Hearing	102 Hours	Outside Contractor	154
reimbursement for post secondary transition class/exp	1 Days	Outside Contractor	10 or fewer
School Psychologist	10.75 Hours	Outside Contractor	56
School Psychologist	5.5 Hours	Outside Contractor	29
School Psychologist, FBA's	2 Hours	Outside Contractor	11
Sign Language Interpreting Class (as transition)	1.5 Hours	Outside Contractor	10 or fewer
Social Skills group, music therapy, OT, PT, Speech	1 Hours	Outside Contractor	10 or fewer
Special Contract Programs	5 Hours	Outside Contractor	10 or fewer
Speech	1 Hours	Outside Contractor	10 or fewer
Speech	1 Hours	Outside Contractor	10 or fewer
speech	4.5 Hours	Outside Contractor	10 or fewer
Speech	4.25 Hours	Outside Contractor	10 or fewer
Speech	2 Hours	Outside Contractor	10 or fewer
Speech & Language Therapy and Eval	1.5 Hours	Outside Contractor	10 or fewer
Speech & Language Therapy and Eval	1.5 Hours	Outside Contractor	10 or fewer
Speech and OT online ONLY	1.75 Hours	Outside Contractor	10 or fewer
Speech or OT (both online)	31 Hours	Outside Contractor	41
Speech Therapy	2 Hours	Outside Contractor	10 or fewer
Speech Therapy	0.75 Hours	Outside Contractor	10 or fewer
Speech Therapy & Evals, Audiology	1 Hours	Outside Contractor	10 or fewer

Therapy & Eval			
Speech Therapy, Counseling, Direct Instruction/Remediation, Psych Eval	20 Hours	Outside Contractor	10 or fewer
Speech, Occupational and Physical Therapy and Eval	2.5 Hours	Outside Contractor	10 or fewer
Speech, Occupational Therapy and Evals	1.5 Days	Outside Contractor	10 or fewer
Speech, Occupational Therapy and Evals	1.5 Days	Outside Contractor	10 or fewer
Speech, OT, PT	5.5 Hours	Outside Contractor	10 or fewer
Speech, OT, PT, Psych and Psych evals	0.75 Hours	Outside Contractor	10 or fewer
Speech, OT, PT, Psych Therapy/Evals, Tutoring, Direct Instruction, Social Skills, Behavior Support, Verbal Behavior Therapy	1 Days	Outside Contractor	77
Speech, OT, PT, Social Skills, Psych, Psych Evals (Also OT, Speech, Social Skills, Counseling via theraweb)	250.25 Hours	Outside Contractor	423
Speech/Language Therapy, Evaluation and Re-Evaluation	1 Hours	Outside Contractor	10 or fewer
Student Transportation	15 Hours	Outside Contractor	10 or fewer
Student Transportation	20 Hours	Outside Contractor	10 or fewer
Student Transportation	5 Hours	Outside Contractor	10 or fewer
student transportation	5 Hours	Outside Contractor	10 or fewer
student transportation	5 Hours	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related SVCS	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related SVCS	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
student transportation by parent to Related Svcs	1 Days	Outside Contractor	10 or fewer
transition classes	1 Hours	Outside Contractor	10 or fewer
translation into different languages	0.5 Hours	Outside Contractor	10 or fewer
transportation	1 Hours	Outside Contractor	10 or fewer
transportation - pre-arranged in Washington, PA	20 Hours	Outside Contractor	10 or fewer

transportation to/from Barber Institute	5 Hours	Outside Contractor	10 or fewer
Tutoring	6 Hours	Outside Contractor	10 or fewer
Tutoring	4 Hours	Outside Contractor	10 or fewer
tutoring	9 Hours	Outside Contractor	10 or fewer
tutoring	3 Hours	Outside Contractor	10 or fewer
Vision Services	1 Hours	Outside Contractor	10 or fewer
Vision, Orientation/Mobility, Speech, OT, PT, Hearing, Assistive Tech, Psych Services	1.5 Hours	Outside Contractor	10 or fewer
Vo-Tech school	5 Days	Outside Contractor	10 or fewer
Welding Technology class	10 Hours	Outside Contractor	10 or fewer

### *Special Education Cyclical Monitoring*

Date of Last Special Education Cyclical Monitoring:

05/04/2015

Link to Report (Optional):

Not Provided

### **Special Education Cyclical Monitoring Report**

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

*DOC file uploaded.*





and other educators seeking leadership roles	learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation
Participant Roles	Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey

### Letrs Module

LETRS (Language Essentials for Teachers of Reading and Spelling) is a professional development program that responds to the need for high-quality literacy educators at all levels. LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell, and why some of them struggle.

Person Responsible	Kristi Hronas
Start Date	9/1/2015
End Date	6/30/2016
Program Areas	Special Education
Hours Per Session	7
# of Sessions	3
# of Participants Per Session	8
Provider	Beaver Valley Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Modules 1, 2, and 3 of the Letrs series provides an overview of effective reading instruction and then moves into an in-depth discussion of how to of speech sounds and spellography.&nbsp; Different techniques and tools are discussed to implement effective instruction.
Research & Best Practices Base	The content and teaching methods of&nbsp;LETRS&nbsp;have been developed by Dr. Moats over many years, with input from participants, trainers, and independent reviewers. The content evolved first in graduate courses on reading, beginning with Dr. Moats&rsquo; extension courses at Harvard University. Methods for teaching practicing teachers were then adapted and developed during the NICHD Early Interventions Project (Foorman & Moats, 2004; Moats & Foorman, 2003; Moats & Foorman, 2008), where, over 4 years, teachers in high poverty, low-performing schools brought their students up to the national average in reading between grades K-4 through intensive professional development that was later published asLETRS.
For classroom teachers, school counselors and education specialists	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective

	practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

### Indicator 12

Under the Individuals with Disabilities Education Act of 2004 (IDEA), Part B State Performance Plan, states are required to develop a six-year plan to measure their work towards federally identified Indicators of compliance and performance, designed to improve the education of students with disabilities.

Indicator 13 is one of the 20 State Performance Plan (SPP) Indicators, and focuses on the development of IEPs that meet transition requirements, including coordinated, measurable, annual IEP goals that will reasonably enable students to meet post-secondary outcomes. In Pennsylvania, Indicator 13 is measured by percent of students, age 14 and above, with IEPs that meet the above transition requirements. Indicator 13 is measured through cyclical monitoring. The established target for Indicator 13 is 100% compliance.

Additional SPP Indicators that directly related to students engaged in secondary transition include Indicators 1, 2, 8, and 14.

In order to assist local education agencies (LEAs), and comprehensive career and technical education centers (CTCs) with meeting these accountability requirements, PaTTAN and Intermediate Unit Transition Consultants provide targeted and sustained training and technical assistance in developing and implementing effective secondary transition plans

Person Responsible	Amber Taylor
Start Date	6/8/2015
End Date	6/30/2016
Program Areas	Special Education
Hours Per Session	4
# of Sessions	8
# of Participants Per Session	60

Provider	Beaver Valley Intermediate Unit
Provider Type	College or University
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Classified Personnel New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

# Special Education Program Profile

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## Program Position #1

*Operator:* Charter School

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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## Program Position #2

*Operator:* Charter School

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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# Facilities

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

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

Office space leased at the following locations:

1700 South Atherton Street, State College, PA 16801

75 S. 26th Street, Pittsburgh, PA 15203

Building Improvements: \$1,001,201.16

Computer Equipment: \$3,968,821.00

Equipment, Furniture & Fixtures: \$325,223.00

**The total Charter School expenditures for fixed assets during the identified fiscal year:**

*\$5,295,245.16*

## *Facility Plans and Other Capital Needs*

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

PA Cyber is in the process of relocating a facility from Bellefonte to a 3,100 sf office located in State College. PA Cyber is also relocating an office from E. Liberty (Pittsburgh) to a 2,700 sf office in the South Side (Pittsburgh). These new locations are beneficial in that they are more accessible, visible, and better meet the needs of staff and students. The larger facilities will also enable PA Cyber to enhance its supplemental, enrichment, and social offerings to current and perspective parents and students. PA Cyber anticipates moving into the new Pittsburgh office in August, 2015 and State College in September, 2015.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Greensburg Police Department	Agreement with respect to procedures in the event of an emergency situation at our Greensburg office location
Lincoln Park Performing Arts Charter School	LPPACS reimbursement for PA Cyber employee(s) shared time
Midland Borough Police Department	Agreement with respect to procedures in the event of an emergency situation at our Midland offices
Millcreek Police Department	Agreement with respect to procedures in the event of an emergency situation at our Erie office location
Northern Regional Police Department	Agreements with respect to procedures in the event of an emergency situation at our Wexford office location
Pennsylvania State Police (Bellefonte)	Agreement with respect to procedures in the event of an emergency situation at our State College office location

Pennsylvania State Police (Bethlehem)	Agreement with respect to procedures in the event of an emergency situation at our Allentown office location
Pittsburgh Police Department	Agreement with respect to procedures in the event of an emergency situation at our East Liberty office location
Ridley Township Police Department	Agreements with respect to procedures in the event of an emergency situation at our Philadelphia office location
Swatara Township Police Department	Agreements with respect to procedures in the event of an emergency situation at our Harrisburg office location

# Charter School Annual Report Affirmations

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## **Charter Annual Report Affirmation**

I verify that all information and records in this charter school annual report are complete and accurate.

**The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.**

**Affirmed by Brian Hayden on 7/30/2015**

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*President, Board of Trustees*

**Affirmed by Michael Conti on 7/27/2015**

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*Chief Executive Officer*



## **Charter School Law Affirmation**

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Brian Hayden on 7/30/2015**

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*President, Board of Trustees*

**Affirmed by Michael Conti on 7/27/2015**

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*Chief Executive Officer*

## **Ethics Act Affirmation**

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Brian Hayden on 7/30/2015**

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*President, Board of Trustees*

**Affirmed by Michael Conti on 7/27/2015**

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*Chief Executive Officer*

## **Charter Annual Background Check Affirmation**

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

**Affirmed by Brian Hayden on 7/30/2015**

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*President, Board of Trustees*

**Affirmed by Michael Conti on 7/27/2015**

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*Chief Executive Officer*

## **Charter Annual Administrative Certification Affirmation**

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

**Affirmed by Brian Hayden on 7/30/2015**

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*President, Board of Trustees*

**Affirmed by Michael Conti on 7/27/2015**

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*Chief Executive Officer*