

2001-2002 Annual Report for Charter Schools in Pennsylvania
CHARTER SCHOOL ABSTRACT

NAME OF SCHOOL Western Pennsylvania Cyber Charter School

DATE OF SCHOOL BOARD APPROVAL October 7, 1999 LENGTH OF CHARTER 5 years

OPENING DATE HOURS OF OPERATION 8-27-00

PERCENTAGE OF CERTIFIED STAFF 100 TOTAL INSTRUCTIONAL STAFF 51

STUDENT TEACHER RATIO 1 to 25 STUDENT WAITING LIST 200 GRADE LEVEL K-12

ATTENDANCE RATE/PERCENTAGE 90% PER PUPIL SUBSIDY varies by school district

ENROLLMENT 1180

STUDENT PROFILE: AMERICAN INDIAN/ALASKAN NATIVE _____ *This section will be
 ASIAN/PACIFIC ISLANDER _____ completed by OEI
 BLACK (NON-HISPANIC) _____ from completed PDE
 HISPANIC _____ reports
 WHITE (NON-HISPANIC) _____

PERCENTAGE OF STUDENTS FROM LOW INCOME FAMILIES ELIGIBLE FOR A FREE AND
 REDUCED LUNCH N/A

PROVIDE THE TOTAL UNDUPLICATED NUMBER OF STUDENTS RECEIVING SPECIAL SERVICES
 (EXCLUDING GIFTED) AS OF 12/01 40 (Attach 12/01 and June revised PENN DATA
 Report as Appendix C).

	K (AM)	K (PM)	K (FULL- TIME)	ELEM	MIDDLE	SEC.	TOTAL
NUMBER OF INSTRUCTIONAL DAYS			180	180		180	180
NUMBER OF INSTRUCTIONAL HOURS			5	5		5.5	900/990

MISSION STATEMENT:
State the complete, current mission statement of your school.

The Western Pennsylvania Cyber Charter School is dedicated to the success of students who have not had their needs met in a traditional educational setting. WPCCS is dedicated to providing services and educational programs using current technology necessary for these students to receive a high school diploma as well as to give them the opportunity to grow beyond the normal curriculum confines of a traditional school setting. It is our desire that WPCCS students graduate and successfully procure satisfying employment or further their education to become independent, responsible citizens.

2001-2002 Annual Report for Charter Schools in Pennsylvania

PROGRAM GOALS

List your academic and non-academic goals in measurable terms. See page iv for examples of measurable goals.

List Measurable Goal	Status of Attainment of Goal
Improved participation rate in PSSA Participation in the PSSA writing assessment will increase by 10%	beginning status
Participation in the PSSA Math and Reading assessment will increase by 10%	beginning status
Improvement in the PSSA 6 th Grade Writing scores by 4+% as shown on the PSSA results	on-going planning and programs
Completion of coursework 90 % of all students will be on schedule as measured by timelines for completion of semester work	on-going pending as of 1-17-2003 will be the first checkpoint

(Use additional pages if needed).

2001-2002 Annual Report for Charter Schools in Pennsylvania

SIGNATURE PAGE

Identify the charter school's special education contact person.

Name Dr. John Kuntz Ed.D.

Title Director of Special Education and Assessment

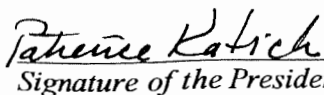
Phone 724-643-1180 Ext 1021

Fax 724-643-1181

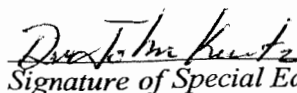
E-mail jkuntz@midlandpa.org

 Dr. Nick Trombetta
Signature of the Chief Administrative Officer

07/30/02
Date

 Patience Katich
Signature of the President of the Charter School Board of Trustees

07/30/02
Date

 Dr. John Kuntz
Signature of Special Education Contact Person

07/30/02
Date

MEASURABLE GOALS

A measurable annual goal contains the following elements:

1. **What is being measured.**
Academic Example: Improved PSSA Math Scores
Non-Academic Example: Improved Parent Participation
2. **What is the standard for success.**
Academic Example: 85% of students will show improvement on PSSA
Non-Academic Example: 75% of parents will participate in monthly meetings
3. **How frequently will the goal be measured.**
Academic Example: Yearly
Non-Academic Example: Monthly
4. **What is the instrument used to measure the goal.**
Academic Example: PSSA results as reported on school profile
Non-Academic Example: Monthly participation charts.

Examples of Measurable Goals:

-85% of students will show improvement on PSSA math as reported each year on school profile report.

-75% of parents will participate in monthly meetings as documented on participation chart.

-Students will complete 90% of all daily homework assignments as charted by classroom teacher.

-The charter school will submit all state reports at least 3 days prior to deadlines as monitored monthly by a committee of the Board of Trustees.

-The charter school will enforce zero tolerance of violent behaviors as outlined in the schools procedural manual and monitored through the weekly review of discipline report.

-75% of parents or guardians will participate in at least one of the following, as charted bi-weekly by community relations committee:

1. Attend monthly PAC meeting;
2. volunteer for in-school paraprofessional duties;
3. volunteer for after school paraprofessional duties;
4. provide resources for curricular and extra-curricular activities; and,
5. perform other appropriate duties as authorized by committee.

2001-2002 Annual Report for Charter Schools in Pennsylvania
Table of Contents

INSTRUCTIONS	vi
SECTION I- MEETING THE QUALITY OF SCHOOL DESIGN	1
SECTION II - MEETING ACCOUNTABILITY NEEDS	6
SECTION III - MEETING GOVERNANCE REQUIREMENTS	8
SECTION IV - MEETING FINANCIAL AND FACILITY RESPONSIBILITY	9
SECTION V - MEETING ADMINISTRATIVE NEEDS	12
SECTION VI - MEETING FEDERAL ASSURANCES AND DATA COLLECTION	14

APPENDICES:

A	Professional Development Plan
B	Teacher Induction Plan
C	December 1 Penn Data and Revised June 1 Penn Data Report
D	School Profile
E	Test Data
F	Teacher Evaluation Plan
G	Board of Trustee Meeting Schedule
H	Certified Professional Staff
I	Discipline Policy

Questions concerning the Annual Report for Pennsylvania Charter Schools may be referred to:

*Sarita De Carlo (717) 787-9819
Office of Educational Initiatives*

2001-2002 Annual Report for Charter Schools in Pennsylvania

INSTRUCTIONS

As specified in Act 22 of 1997, and Chapter 711 (Charter School Services and Programs for Children with Disabilities), charter schools must complete and submit an annual report no later than August 1. To fulfill this requirement, please complete all items in each section:

- Answer each statement in a clear, concise manner.
- Attach all required data as appendices.
- Complete and sign abstract and signature page.

Annual Report will include:

1. Assessment Data
2. Profile Data
3. Board of Directors Documentation of Meetings
4. Attendance Data
5. Financial Reports
6. Comments (optional)

Please complete this report by August 1, 2002 and return to:

President of the Local Board of School Directors

And

Secretary of Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

SECTION I-MEETING THE QUALITY OF SCHOOL DESIGN

Cite specific research or philosophical convictions which drive the mission of your charter school.

This school has retained the services and has contract with the Tri-State Study Council of the University of Pittsburgh to continually review our strategic plan. The process is set forth by this company and follows a yearlong approach of monthly meetings, surveys, and forums. Our mission and future vision of the Western Pennsylvania Cyber Charter School is driven by the understanding that the cyber school should focus on student-centered services and customer service. The book Visionary Leadership by Burt Nanus served as the foundation of our staff development and procedure for writing a mission/vision statement. We hope that his initiates and solidifies a cycle for our overall planning process.

List your unique aspects, features or innovations of your charter school.

The WPCCS offers an on-line cyber school education for students in grades K-12 throughout the entire state of Pennsylvania. A menu of accredited curriculum and courses are offered to students based on each students needs and learning styles.

Describe how your curriculum matches your mission statement.

Curriculum is chosen through a partnership and collaborative efforts of the student, parent, and WPCCS staff to meet the needs of each student on an individual basis.

Describe your assessment plan for meeting the standards.

All curricula are in-line with Pennsylvania state standards. Each curriculum provider uses assessment vehicles that will test the student in required areas. All curricula are accredited by a national agency and are consistent with national and state standards. Each student is afforded an individualized Learning Plan (ILP) to address his or her abilities, learning needs, learning styles, future educational plans, and employment interests.

Describe time allocated to staff for professional development and attach your professional development plan as

Appendix A.

During the year staff are asked to participate in various meetings which are hosted by our curriculum providers concerning curriculum. Also, four Saturday seminars that deal with professional development are arranged so that the staff may personally better themselves in the areas of technology, curriculum, computer training skills, and enrichment activities. Staff are sent to PATTAN training seminars as needed. Certified staff are reimbursed to taken graduate credit work and are reimbursed and encouraged to work toward additional certification

2001-2002 Annual Report for Charter Schools in Pennsylvania

The special education chart, "Comprehensive System of Personnel Development," should describe what staff development activities were held during the reporting year. Not all areas will be addressed for all audiences. It will show the charter school's involvement in various Pennsylvania Training and Technical Assistance Network (PaTTAN) initiatives, interaction with the intermediate unit for staff development, interaction with institutions of higher education for staff development, and any other source(s) of technical assistance and training.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Topics	Training Dates Month/Year	Training Partners: *PATTAN Staff *IU Staff *Higher Ed Staff *Other-define	No of Participants and audience: *Parent *New staff *Paraprofessional *Instructional *Administrative *Related Service Personnel	Training Format *On-site training with guided practice *Workshops with joint planning periods for implementation *Conferences *Study Groups *Distance Learning *Other-define	Data collection procedures and evidence of results
Reading	N/A	N/A	N/A	N/A	N/A
Transition	March 20, 2002	PATTAN	150 all types	Workshops with joint planning periods	Transition checklist
Behavior Support	N/A	N/A	N/A	N/A	N/A
Corrective Action/Compli- ance - complaints, hearing decisions	March 18, 2002	Intermediate Unit	Administrative	On-site training with guided practice	Manual
	May 10,2002	Harrisburg Offices	Administrative	Conferences	Handouts
Inclusion – LRE, continuum of service development capacity building	N/A	N/A	N/A	N/A	N/A

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (continued)

Topics	Training Dates Month/Year	Training Partners: *PATTAN Staff *IU Staff *Higher Ed Staff *Other-define	# of Participants and audience: *Parent *New staff *Paraprofessional *Instructional *Administrative *Related Service Personnel	Training Format *On-site training with guided practice *Workshops with joint planning periods for implementation *Conferences *Study Groups *Distance Learning *Other-define	Data collection procedures and evidence of results
Assistive Technology		SEE	ATTACHED	PAGE 4 SECTION 4	
Intensive Interagency					
Low Incidence					
Autism					
Role of Paraeducator					

Describe your teacher induction plan and attach a copy as **Appendix B**.

It is the intent of the WPCCS Teacher Induction Program to provide an organized process to support the orderly induction of beginning teachers through the initial training period. Further, this process should be a supportative and instructional experience of a new teacher, thereby allowing inductees to function more effectively and to grow professionally during the first year with the cyber school.

Special Education Program Profile

Page 4, Section 4

Other Information

Western Pennsylvania Cyber Charter School is not a traditional school with a traditional special education plan/model. WPCCS meets our student service needs across Pennsylvania by contracting with “service companies” across the state. The service companies schedule the providers at the convenience of our clients.

Our special education model includes the following unique features:

- The special education department currently consists of two professionals: Director of Special Education and Assessment
Assistant Director of Special Education
- The Director of Special Education and Assessment attends to various duties (ESL, PSSA testing, state reports) as well as sets direction for special education department, arranges for special education in service, contracts for special services for special education.
- The Assistant Director of Special Education is responsible for writing all of the IEP's and supervising the implementation of the IEP's through Instructional Supervisors and Facilitators. He also trouble shoots and addresses any difficult or extreme student situations that occur.
- The students behavioral challenges are addressed *home based* by the parents

2001-2002 Annual Report for Charter Schools in Pennsylvania

Please complete the following 4 charts reflecting your special education program profile:

List all current special education instructional programs **operated directly by the charter school**. List teacher's name, FTE*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher's roster. Use "other information" to explain unique circumstances.

Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other information
<i>Example: Sue Smith</i>	<i>1.00</i>	<i>Learning Support</i>	<i>Progress CS</i>	<i>10</i>	
		SEE ATTACHED	PAGE 4	SECTION 4	

*FTE- enter the full time equivalent of each teacher as pro-rated for the class or program described. For example, enter 1.00 for a staff person who works with a class or program 100% of their time, .45 for a staff person who works with the class or program 45% of their time, etc.

List any current special education instructional programs **operated by others under contract** with the charter school. Be sure to include those that are contracted with the Intermediate Unit in which the charter school is located.

Chart II

Teacher	FTE	Type of class or support	Location	# of Students	Other information
<i>Example: Bill Jones</i>	<i>1.00</i>	<i>Emotional Support</i>	<i>Progress CS</i>	<i>10</i>	
	PAGE 4	SEE ATTACHED	PAGE 4	SECTION 5	

Page 4, Section 5

Other Information

Contracted Special Education Services

WPCCS contracts with mainly with Associated Medical and Therapeutic Services (AMTS) for services such as speech, physical therapy, and occupational therapy. They have associates across Pennsylvania. They offer services in the home of our clients.

2001-2002 Annual Report for Charter Schools in Pennsylvania

List all support staff and related service providers **employed directly by the charter school** (vs. contracted with other providers) who provide required support for students with disabilities receiving special education. Include at least the following: special education supervision, psychologist, speech therapy, occupational therapy, physical therapy and paraprofessionals.

Chart III

TITLE	LOCATION	FTE
<i>Example: Special Education Supervisor</i>	<i>Main Campus-Progress CS</i>	<i>.75</i>
Director of Special Education and Assessment	Main Campus, WPCCS	1.00
Assistant Director of Special Education	Main Campus, WPCCS	1.00

List all support staff and related service providers (**provided under contract**) who provide required support for students with disabilities receiving special education. Be sure to include services that are provided by the Intermediate Unit in which the charter school is located.

Chart IV

INTERMEDIATE UNIT, PUBLIC AGENCY, ORGANIZATION OR INDIVIDUAL	TITLE/SERVICE	AMOUNT OF TIME PER WEEK
<i>Example: IU 30</i>	<i>School Psychologist</i>	<i>.65</i>
<i>Therapeutic consultant</i>	<i>Occupational therapy, Physical therapy</i>	<i>1 FTE 1 FTE</i>
Associated Medical and Therapeutic Services	Service provider of Occupational Therapy, Physical Therapy, Speech, Hearing	As needed
Guthrie Rehabilitation Services	Troy Community Hospital, Occupational Therapy, Physical Therapy	As needed
Dr. Frank Sabbatino	School Psychologists	As needed

To fulfill the reporting requirements of Chapter 711.6, the Charter School shall attach a copy of its December 1, 2001 and revised June 2002 Penn Data student database as **Appendix C**.

ATTACH:

PROFESSIONAL DEVELOPMENT PLAN AS APPENDIX A

TEACHER INDUCTION PLAN AS APPENDIX B

DECEMBER 1 AND REVISED JUNE PENN DATA STUDENT REPORT AS APPENDIX C

SECTION II-MEETING ACCOUNTABILITY NEEDS

Indicate which state and national testing programs are used per grade levels:

Test/Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
PSSA/PASA				X		X	X		X	X		X	X
Local Assessment EdVISION					X			X			X		
California Test of Basic Skills (On-line)					X			X			X		

Attach a copy of your latest school profile as Appendix D and latest local test data as Appendix E

Explain how any locally developed tests fit into your assessment program.

Not Applicable

List the main features of your teacher evaluation plan and attach it as **Appendix F**.

A certified administrator following the guidelines of the Department of Educations Form PDE-5501 will perform professional staff evaluations.

List individuals who evaluate the staff.

Dr. Nick Trombetta CAO, WPCCS

Ron Young Director, WPCCS

Dr. John Kuntz Director of Special Education, WPCCS

Describe training for the evaluators.

All evaluators have received administrative certification which included coursework in staff evaluations. All above mentioned individuals have had considerable experience as school principals.

2001-2002 Annual Report for Charter Schools in Pennsylvania

Describe the features of your student progress plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

Testing provided by curriculum providers is on a regular basis. Throughout the year students will be given on-line assessments to measure progress, growth, as well as achievement. These assessments will be in-line with state standards in the major core subject areas. In addition, the PSSA tests, EdVISION tests, and standardized tests will be combined to give a complete overall picture of student progress.

IDENTIFY MAJOR REPORTS TO:

Board of Trustees:

Monthly enrollment records

List of bills payable

Local Board of School Directors:

Annual Report

Pennsylvania Department Of Education:

As required; Charter School Abstract, Annual report, attendance reporting

U.S. Department Of Education:

Currently none required. We use no Federal Funds

ATTACH:

- SCHOOL PROFILE AS APPENDIX D
- LOCAL TEST DATA AS APPENDIX E
- TEACHER EVALUATION PLAN AS APPENDIX F

SECTION III-MEETING GOVERNANCE REQUIREMENTS

Include a list of all Board of Trustees' members. Attach schedule of Board of Trustees meetings as **Appendix G.**
Patience Katich, Mary Ellen Bellay, Edward Elder, Judy Garbinski, Brian Gresser, Steve Maslek, Paul Pennington, Ron, Young

Describe training regarding governance of the school (including Sunshine Law) for the Board of Trustees.

Review of proper procedures has been covered by the CAO. Attendance at the local IU's new board member programs is also available to new members. Members have attended national conferences and have participated in the Duquesne University's Charter School Project.

How does the Board of Trustees coordinate the governance and management of the school?

The Board of Trustees approves all policies that are to be implemented in the school. Ongoing reviews of the procedures and practices take place and recommendations are developed and approved. The CAO coordinates board committee meetings and implementation guidelines are set forth in the policy manual.

Describe the Board of Trustees' efforts in maintaining a working relationship with the School District's Board of School Directors.

Every effort is made to invite board members from the cyber school to attend and participate in regularly scheduled Midland School District Board meetings. Collaboration between the 2 groups is highly encouraged. The CAO of the WPCCS makes every effort to bring the 2 entities together and serves as a direct link between both groups. The CAO of the WPCCS and the Superintendent of the Midland School District is a shared office of Dr. Nick Trombetta

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities

All board meetings are open and available to the community and parents. Parent involvement is encouraged although somewhat difficult due to the geographical statewide enrollment area. A group chat room is available for parents as well as a quarterly newsletter. Parents may also check the WPCCS website on a daily basis for additional announcements.

ATTACH:
SCHEDULE OF BOARD MEETINGS AS APPENDIX G.

SECTION IV-MEETING FINANCIAL AND FACILITY RESPONSIBILITY

Describe budgeting for emergencies, shortfalls or delays in receiving monies.

WPCCS has secured a revolving line of credit in the amount of \$500,000.00

Describe sources of funds and list significant private donations, foundation grants, other.

All revenue comes from tuition paid by sending School Districts.

Identify major fund-raising activities performed this year and planned for next year.

WPCCS does not conduct any fundraising activities.

Identify your school's projected unreserved fund balance for next year and describe the policy you use to maintain fiscal solvency by determining the amount of funds to be set-aside for unexpected expenditures.

WPCCS expects a 2-4 percent fund balance; however, the following factors could significantly affect that figure:
The expected enrollment increase of 20 percent.
The uncertain legal landscape, causing a tremendous expenditure of resources.

Describe your accounting system.

Accrual method using QuickBooks Pro

2001-2002 Annual Report for Charter Schools in Pennsylvania

Describe the degree of compliance with the PA State Chart of Accounts for PA Public Schools and how your accounting system integrates with required Chart of Accounts and PDE reports.

QuickBooks allows for essentially 100% compliance and integration with the Chart of Accounts and PDE reports.

Describe how budgeting, accounting and reporting systems comply with Generally Accepted Accounting Principles (GAAP).

All financial and accounting functions of WPCCS comply with GAAP principles according to our contracted firm.

Identify your school's audit firm, date of last audit, auditor's opinion and any findings resulting from the audit.

Cottrill-Arbutina and Associates, P.C. is the audit firm for WPCCS. The last audit was for fiscal year ending June 30, 2001.

Enclosed is the Independent Auditor's Report.

List citations and follow-up actions for any State Audit Report.

WPCCS has not yet had a State Audit.

Describe the acquisition of facilities, furniture, fixtures, and equipment.

Quotes are obtained for all major purchases.

2001-2002 Annual Report for Charter Schools in Pennsylvania

Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into your school's strategic plan.

Current plans are to lease office space in a building presently being designed.

List all current school insurance coverage including health and general liability.

Health coverage is provided by Highmark Select Blue for Health, Dental, Prescription, and Vision.

All other coverage such as; Errors and Omissions, Liability, and Workman's Compensation are attached.

SECTION V-MEETING ADMINISTRATIVE NEEDS

Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

Attend monthly Special Education meetings at the Beaver Valley Intermediate Unit #27
Attend workshops offered by PATTAN as they apply to cyber schools and compliance.

Provide percentages for certified and non-certified professional employees with areas of teaching, specialist or administrative responsibilities. Do not include Resource Specialist in this percentage count. Attach a copy as **Appendix H**.

100% of all areas involving teaching are filled with a Pennsylvania certified teacher
The Assistant Director holds a valid Pa certification as a Guidance Counselor

Describe your student enrollment procedures.

Parents contact the school office to arrange a face-to-face interview
Student and parent are interviewed by a certified staff member
Eligibility requirements are examined and proper documentation is presented
WPCCS staff member, parent, student (Special Education staff when applicable) select individualized student schedule
Parents and student agree to appropriate curriculum and fill out proper forms
Staff discuss students individual situation
Notification of acceptance or denial given within 1 week of interval
WPCCS contacts in writing to inform resident school district of acceptance

2001-2002 Annual Report for Charter Schools in Pennsylvania

Describe your transportation program, including transportation for Special Education students and suggestions for improvement.

The WPCCS does not transport any of its students due to the uniqueness of the school in that students learn on-line from home

Describe your food services program. Does your school participate in the FRL Program?

The WPCCS does not prepare food for any of its students due to the uniqueness of the school in that students learn on-line from home

Describe your discipline policy and attach a copy as **Appendix I**.

Cyber school discipline usually involves direct parental contact. Most issues are technology based and occur at the student's place of residence. In severe cases, both the student and the parent are brought into the cyber school office for a meeting to determine disciplinary action. Please check the student handbook for more detailed information.

ATTACH:

**CERTIFICATION COMPLIANCE FORM AS APPENDIX H
DISCIPLINE POLICY AS APPENDIX I**

SECTION VI-MEETING FEDERAL ASSURANCES AND DATA COLLECTION REQUIREMENTS

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Year 2002-03 (Enter the upcoming school year)

The Western Pennsylvania Cyber Charter School within Intermediate Unit 27 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of PDE. PDE will specify, in writing, the policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school
2. The charter school has adopted a child find system to locate, identify and evaluate 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 effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that 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 the Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows 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 assessment for students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the state 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.

This assurance must be signed by the Board President and the Chief Administrative Officer for the charter school to operate services and programs.

	YES	NO
Verify that all reports to PDE and US Dept. Of Ed. are completed	<u>X</u>	<u> </u>

Patience Katich Patience Katich
 Board President

Date 7/31/02

Dr. Nick Trombetta Dr. Nick Trombetta
 Chief Administrative Officer

Date

Compliance with Laws and Regulations

A. Selection of membership of the Professional Development Plan

1. Committee membership includes:
 - a. Trombetta, Nick: Chief Administrative Officer
 - b. Babish, Robert: Assistant Director/Guidance Counselor
 - c. Pollock, Dave: Assistant Director of Special Education
 - d. Karwoski, Marta: Language Arts teacher
 - e. Bovalino, Aaron: Social Studies teacher
 - f. Celeste, Emma: Elementary/Middle school teacher
2. The committee members accepted an invitation made to staff members to participate on the planning committee. Various times have been designated throughout the course of the year.

B. Description of how identified needs are met.

1. Seminars and workshops include the following topics:
 - a. Released time for conferences, seminars, and workshops related to teaching assignments or cyber school needs.
 - b. Tuition reimbursement for related graduate level course work
 - c. Curriculum, technology, and computer application seminars that will add to the professionalism of the employees.

C. External resources to be used to facilitate achievement of professional development needs includes the following:

1. Beaver County Intermediate Unit #27 in-service courses
2. University of Pittsburgh and Duquesne University special programs for instructing on-line classes
3. Curriculum providers meetings during the course of the year
4. Consultants
5. Ace Software engineers training program
6. Xerox corporation DocuShare and duplication training
7. Local businesses and industries

D. Method of Record keeping and participation in professional development experiences.

1. Records of participation will be kept in the WPCCS office by the Finance Officer. These documents will include an inventory of group and individual and staff development activities, which were experienced each year. Each staff development experience such as a workshop, conference, or special meeting, which was attended by a staff member, will be documented using an appropriate form. The attendee will then sign off on the form and the form filed away for future reference.

2. At the conclusion of the school year, a summary report of staff development experiences will be prepared by the Superintendent and presented to the School Board for their review as plans are developed for continuing profession development during the next school year.

E. Resolutions

Western Pennsylvania Cyber Charter School
652 Midland Ave
Midland, Pa 15059

Continuing Professional Development Plan
Act 178 RESOLUTION

Be it resolved that a continuing professional development plan as provided in Section 1205.1 (24 P.S.) and more commonly referred to as Act 178 has been prepared for the Western Pennsylvania Cyber Charter School, Midland Pennsylvania.

Further, that said plan was completed with the participation of the professional staff members of the above mention cyber charter school including representatives from the teaching faculty and the administrative staff.

We, the members of the Continuing Professional Development Committee of the Western Pennsylvania Cyber Charter School individually endorse this continuing professional development plan as herein described and recommend its submission to the appropriate officials of the Department of Education, Commonwealth of Pennsylvania.

Nick Trombetta, Superintendent

Robert Babish, Assistant Director/Guidance Counselor

Dave Pollock, Assistant Director of Special Education

Marta Karwoski, Language Arts Teacher

Aaron Bovalino, Social Studies Teacher

Emma Celeste, Elementary/Middle School Teacher

APPENDIX B

Teacher Induction Plan
Western Pennsylvania Cyber Charter School
652 Midland Ave
Midland, PA 15059

A. Introduction

It is the intent of the Western Pennsylvania Cyber Charter School Teacher Induction Program to provide an organized process to support the orderly introduction of beginning teachers through the initial training period. Further, this process should be sup portative and instructive experience for the new teacher, thereby allowing inductees to function more effectively and to grow professionally during the first year in the cyber charter school.

B. Purpose:

The primary purpose of the Induction Program is to assist employees to understand and fulfill their role in accomplishing the district's student learning outcomes.

1. Improvement of teaching performance
2. Increase in retention of promising teachers
3. Promote the personal and professional well-being of new employees and,
4. Transmit the mission/vision of the cyber school, community, and profession to new employees

C. Objectives and Measures:

1. Each new teacher will be assigned a mentor teacher that will offer collegial support to new staff members.
 1. The mentor will explain and be available to offer support and guidance for the new staff member for all curriculum providers as well as software used by the cyber students.
 2. The mentor will keep the teacher abreast on changes and procedures used in the WPCCS methods of delivery and record keeping
2. The mentor will encourage the staff member to take advantage of continuing educational opportunities especially in the instructional technology field.
3. The Assistant Director will explain new salary schedule and benefit package to the new teacher
4. The new teacher will be oriented to policies and procedures of the Western Pennsylvania Cyber Charter School and those unique to the given assignment.
5. The new teacher will become aware of community and charter school expectations.

IV. Structure

The Teacher Induction Council is made up of the following:

- a. Nick Trombetta, Superintendent
- b. Robert Babish, Assistant Director/Counselor
- c. Holly Castelli, Science Teacher
- d. Emma Celeste, Elementary Teacher
- e. Aaron Bovalino, Social Studies Teacher
- f. Marta Karwoski, Language Arts Teacher

Initial Child Count of Children Age 2-21 With Disabilities Receiving Special Education

2001-2002 School Year

(OSEP Report Table 1, Section C)

IU: 27

Students by age and disability category.

Number of Children Ages 2-21 Receiving Special Education

Excluding Gifted Without Disability

Age as of Data Collection Date:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total 6-21	Total 3-21
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Western Pennsylvania Cyber CS

Hearing Impairment including Deafness	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Specific Learning Disability	0	0	0	0	0	0	0	0	1	1	3	5	3	4	5	2	2	0	1	0	0	27	27
Mental Retardation	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Emotional Disturbance	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	2	0	0	0	0	7	7
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Other Health Impairment	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2	2

TOTAL:	0	0	0	0	0	0	0	2	1	1	2	3	7	4	4	7	4	4	0	1	0	40	40
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Table 31

Special Education Enrollments: Home District by Eligible Exceptionality - School Age Programs Only

01/28/2002

2001-2002 School Year

School Districts in Intermediate Unit: students with disabilities by home district by disability category.

IU: 27

Home District	Traumatic Brain Injury	Hearing Impairment including Deafness	Specific Learning Disability	Mental Retardation	Orthopedic Impairment	Emotional Disturbance	Speech or Language Impairment	Visual Impairment including Blindness
Aliquippa SD	0	0	92	52	0	50	52	1
Ambridge Area SD	6	1	317	38	1	53	104	1
Beaver Area SD	0	8	122	9	2	7	35	0
Big Beaver Falls Area SD	1	2	161	46	0	32	15	1
Blackhawk SD	2	2	99	28	0	24	41	1
Center Area SD	5	2	97	12	0	7	54	3
Freedom Area SD	1	2	129	12	0	10	49	1
Western Pennsylvania Cyber CS	0	2	27	1	0	7	0	0
Hopewell Area SD	4	3	221	14	1	22	65	5
Midland Borough SD	0	1	24	9	0	2	11	0
Monaca SD	0	2	52	24	1	3	47	0
New Brighton Area SD	1	4	85	47	2	12	33	3
Riverside Beaver County SD	2	1	153	16	1	12	25	0
Rochester Area SD	0	1	80	12	0	18	19	0
South Side Area SD	2	0	94	18	0	34	0	0
Western Beaver County SD	2	0	62	14	0	3	2	1
TOTAL:	26	31	1,815	352	8	296	552	17

Table 31

Special Education Enrollments: Home District by Eligible Exceptionality - School Age Programs Only

1/28/2002

2001-2002 School Year

IU: 27

School Districts in Intermediate Unit: students with disabilities by home district by disability category.

Home District	Deaf-Blind	Multiple Disabilities	Autism	Developmentally Delayed	Other Health Impairments	Gifted without Disability	Total IU
Aliquippa SD	0	3	3	0	1	8	262
Ambridge Area SD	2	6	18	0	8	175	730
Beaver Area SD	0	7	8	0	0	117	315
Big Beaver Falls Area SD	0	2	5	0	1	56	322
Blackhawk SD	0	2	5	0	3	60	267
Center Area SD	0	5	11	0	15	23	234
Freedom Area SD	0	3	2	0	0	63	272
Western Pennsylvania Cyber CS	0	1	0	0	2	9	49
Hopewell Area SD	0	0	4	0	8	168	515
Midland Borough SD	0	0	1	0	0	0	48
Monaca SD	0	2	1	0	1	9	142
New Brighton Area SD	0	3	2	0	1	57	250
Riverside Beaver County SD	0	5	4	0	1	96	316
Rochester Area SD	0	2	2	0	1	11	146
South Side Area SD	0	0	4	1	0	68	221
Western Beaver County SD	0	2	2	0	0	41	129
TOTAL:	2	43	72	1	42	961	4,218

Verify2 - Group9-14

APPENDIX C

Revised June

7/18/2002

Special Education Enrollments: Home District by Eligible Exceptionality - School Age Programs Only

2001-2002 School Year

School Districts in Intermediate Unit: students with disabilities by home district by disability category.

IU: 27

Home District	Deaf-Blind	Multiple Disabilities	Autism	Developmentally Delayed	Other Health Impairments	Gifted without Disability	Total IU
Aliquippa SD	0	3	3	0	1	8	261
Ambridge Area SD	2	6	18	0	8	207	783
Beaver Area SD	0	7	8	0	0	116	320
Big Beaver Falls Area SD	0	2	5	0	1	56	323
Blackhawk SD	0	2	5	0	4	60	310
Center Area SD	0	5	11	0	15	52	264
Freedom Area SD	0	2	2	0	0	64	275
Western Pennsylvania Cyber CS	0	1	0	0	2	11	52
Hopewell Area SD	0	0	4	0	8	168	518
Midland Borough SD	0	0	1	0	0	0	49
Monaca SD	0	2	1	0	1	9	142
New Brighton Area SD	0	3	2	0	1	58	254
Riverside Beaver County SD	0	5	4	0	1	98	326
Rochester Area SD	0	2	2	0	1	11	146
South Side Area SD	0	0	4	2	0	68	222
Western Beaver County SD	0	2	2	0	0	42	133
TOTAL:	2	42	72	2	43	1,028	4,378

Verify2 - Group1-8

7/18/2002

Special Education Enrollments: Home District by Eligible Exceptionality - School Age Programs Only

2001-2002 School Year

School Districts in Intermediate Unit: students with disabilities by home district by disability category.

IU: 27

Home District	Traumatic Brain Injury	Hearing Impairment including Deafness	Specific Learning Disability	Mental Retardation	Orthopedic Impairment	Emotional Disturbance	Speech or Language Impairment	Visual Impairment including Blindness
Aliquippa SD	0	0	92	51	0	50	52	1
Ambridge Area SD	6	1	331	38	1	58	106	1
Beaver Area SD	0	8	127	9	2	7	36	0
Big Beaver Falls Area SD	1	3	160	47	0	32	15	1
Blackhawk SD	2	3	124	40	0	28	41	1
Center Area SD	5	2	98	12	0	7	54	3
Freedom Area SD	1	2	130	12	0	9	52	1
Western Pennsylvania Cyber CS	0	2	27	1	0	8	0	0
Hopewell Area SD	4	3	221	14	1	22	68	5
Midland Borough SD	0	1	25	9	0	2	11	0
Monaca SD	0	2	52	24	1	3	47	0
New Brighton Area SD	1	4	87	48	2	12	33	3
Riverside Beaver County SD	2	1	157	18	1	12	27	0
Rochester Area SD	0	1	80	12	0	18	19	0
South Side Area SD	2	0	93	18	0	35	0	0
Western Beaver County SD	2	0	63	14	0	5	2	1
TOTAL:	26	33	1,867	367	8	308	563	17

Verify 1 by SD

Initial Child Count of Children Age 2-21 With Disabilities Receiving Special Education

(OSEP Report Table 1, Section C)

2001-2002 School Year

IU: 27

7/18/2002

Students by age and disability category.

Number of Children Ages 2-21 Receiving Special Education

Excluding Gifted Without Disability

Age as of Data Collection Date:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total 6-21	Total 3-21
---------------------------------	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	---------------	---------------

Western Pennsylvania Cyber CS

Hearing Impairment including Deafness	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Specific Learning Disability	0	0	0	0	0	0	0	0	1	1	3	5	3	4	5	2	2	0	1	0	0	27	27
Mental Retardation	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Emotional Disturbance	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	2	2	0	0	0	0	8	8
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Other Health Impairment	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2	2

TOTAL: 0 0 0 0 0 0 0 0 2 1 1 2 3 7 4 4 7 5 4 0 1 0 41 41

APPENDIX D

SCHOOL PROFILE

The Western Pennsylvania Cyber Charter School was issued a charter by the Midland Area School District in accordance with Act 22 of 1997

The school operates a pre-K to grade 12 programs for students statewide. During the 2001-02 school year 1180 students were enrolled. Sixty-nine students were eligible to graduate in the schools graduation ceremony held on Thursday, June 13, 2002.

Besides offering courses over the internet, a distinct facet of the school is the fact that many students have demonstrated their readiness and capability by taking community college classes either on-line or on-campus. These qualified students may take up to 3 courses or 10 college credits per semester. This enables students to be involved in the Dual Credit Program that awards both high school and college credits.

Curriculum is provided in a variety of methods and delivery modes including synchronous as well as asynchronous classes. In all of the methods, a primary eligibility requirement of the educational process is the active involvement of the parent, which may vary according to grade level and curriculum provider. The WPCCS expects that each student be a self-motivated and independent learner. This along with parent, WPCCS staff, and curriculum provider support will give the student the best opportunity to be successful.

The individual courses are offered in various ways and are customized to the needs of the student and parent considering the face-to-face interview that is required before enrollment. Options may include, traditional textbook, workbook, book and pencil type classes with minimal computer time, using the computer as a major portion of the daily educational process, live real-time classes delivered over the internet, or as mentioned previously, community colleges classes on-line or on campus.

The WPCCS also provides Special Education services through the special education department and the Director of Special Education and Assessment.

Testing Scores

Cyber students, on the average, score in middle/average range. Test scores are released to the parents as soon as they are received.

School Scaled Scores-combined Total – Year 2001

Test	Grade	Month/Year	Score Local/State	Local Deviation from State Score
Writing	6	10/2001	1200/1310	-110
	9	10/2001	1280/1310	-30
	11	2/2001	1400/1320	+80
Reading	3	Spring 2003	Spring 2003	ND
	5	4/2001	1410/1310	+100
	8	4/2001	1410/1310	+100
	11	4/2001	1390/1300	+90
Math	3	Spring 2003	Spring 2003	ND
	5	4/2001	1330/1310	+20
	8	4/2001	1400/1310	+90
	11	4/2001	1270/1310	-40
Total				+300

ND= No Data

Observations

We are addressing the low scores in writing by possibly offering additional optional skill books and offering spot writing clinics across the state.

Ron as you requested per email:

Standardized Tests that the students will take during the school year:

PSSA

Grades	Test	Comments
6, 9	Writing Test	
12	Math reading and Writing test	(Optional)
11	Writing	
3,5,8,11	Reading and Math	

Proposed: Grades 4, 7, 10 will be offered the EdVision Test to benchmark Achievement at the Semester (December/January)

Location of Testing

WPCCS currently has contracts with thirty-five Sylvan and Huntington Learning Centers across the state and several private testing sites. Students are able to register at the closest testing site to their home. If a contracted testing site is not posted within one hour traveling time, we make provisions to contract with a new testing site closer to the client's home. Testing sites are compensated at a "per child tested" rate contingent upon the complexity of the assessment.

All professional staff members will be evaluated in accordance as to how well they perform their functions. A certified administrator following the guidelines of the Department of Education's Form PDE-5501 will perform professional staff evaluations.

Unsatisfactory evaluations will be accompanied by a plan of corrective action developed between the evaluator and the staff member.

Commonwealth of Pennsylvania
 DEPARTMENT OF EDUCATION
 333 Market Street, Harrisburg, PA 17126-0333
TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM

PDE-5501

First Middle
 School

Satisfactory Service of employee sufficiently acceptable to justify continuation of employment.	Signature of Rater: _____ Position: _____ Date: _____	Unsatisfactory Improvement is essential to justify continuance in service.	Signature of Rater: _____ Position: _____ Date: _____
	PERSONALITY: (encompasses those personal characteristics that directly influence professional performance.)		IV. PUPIL REACTION: (student response to activities over which the professional employee has control.)
II. PREPARATION <ul style="list-style-type: none"> Communicates with parents about student's progress. Demonstrates appropriate language usage. Demonstrates a willingness to cooperate toward district goals. Evidences planning which reflects objectives and activities. Keeps abreast of subject matter and special practices. Provides appropriate instructional material to meet the student's needs. 	III. TECHNIQUE <ul style="list-style-type: none"> Demonstrates ability to organize for instruction. Encourages students with appropriate reinforcement. Provides an educational atmosphere consistent with instructional goals. Provides for individual student differences. Utilizes appropriate strategies. 		
III. PERSONALITY: <ul style="list-style-type: none"> Exercises (prudent) judgment. Maintains personal hygiene. Maintains poise and composure. Maintains professional attitudes. 	IV. PUPIL REACTION: <ul style="list-style-type: none"> Demonstrates work/study habits. Evidences communication skills. Exhibits behaviors conducive to learning. Participates in learning activities. 		

Rating: Professional Employee
 I certify that the above-named employee for the period beginning _____ (month/day/year) and ending _____ (month/day/year) has received a rating of
 SATISFACTORY UNSATISFACTORY

Date _____ I.U. Executive Director of Dist. Supt.

Rating
 (Total Category I, II, III, IV) _____

Seniority

Rating: Temporary Professional Employee
 I certify that the above-named employee for the period beginning _____ (month/day/year) and ending _____ (month/day/year) has received a rating of
 SATISFACTORY UNSATISFACTORY

Date _____ I.U. Executive Director of Dist. Supt.

APPENDIX G

Western Pennsylvania Cyber Charter School SCHEDULE OF SCHOOL BOARD MEETINGS

School Board meetings will fall on the third Wednesday of each month beginning at 8:00 AM in the Western Pennsylvania Cyber Charter School office conference room at 652 Midland Avenue, Midland, Pennsylvania 15059. Special meetings will be called as required. Proper notification to announce special meetings and to contact board members will be used.

Regularly scheduled dates are as follows:

August 21, 2002
September 18, 2002
October 16, 2002
November 20, 2002
December 18, 2002
January 15, 2003
February 19, 2003
March 19, 2003
April 16, 2003
May 21, 2003
June 18, 2003
July (TBA)

APPENDIX H		CERTIFICATION OF PROFESSIONAL STAFF COMPLIANCE FORM			
		WESTERN PA CYBER CHARTER SCHOOL			
Employee	Professional Position	Certificate Type/Area	Full/Part Time (in decimal)	Certified Service (in decimal)	Non-Certified Service (in decimal)
Acon, Karie	Facilitator	Instructional 62	0.15	0.15	
Acon, Marion	Facilitator	Instructional 62	0.15	0.15	
Babish, Robert	Ass't Dir/Guidance	Instructional 62	1	1	
Baker, Michael	Facilitator	Instructional 62	0.15	0.15	
Bensink, Lauren	Instructional Superv	Instructional 62	1	1	
Bovalino, Aaron	Instructional Superv	Instructional 62	1	1	
Bown, Bryan	Facilitator	Instructional 62	0.15	0.15	
Branchetti, Michelle	Facilitator	Instructional 62	0.15	0.15	
Bown, Bryan	Facilitator	Instructional 62	0.15	0.15	
Castelli, Holly	Nurse	School Nurse	1	1	
Celeste, Emma	Instructional Superv	Instructional 62	1	1	
Craker, Dana	Instructional Superv	Instructional 62	1	1	
Cunningham, Jack	Instructional Superv	Instructional 62	0.15	0.15	
Doyle, Joan	Facilitator	Instructional 62	0.15	0.15	
Fladd, Shawnta	Facilitator	Instructional 62	0.15	0.15	
Francis, Chad	Facilitator	Instructional 62	0.15	0.15	
Frank, Debra	Facilitator	Instructional 62	0.15	0.15	
Girting, Suzanne	Instructional Superv	Instructional 62	1	1	
Harcar	Facilitator	Instructional 62	0.15	0.15	
Heffinger, Debbie	Facilitator	Instructional 62	0.15	0.15	
Hornick, Norma	Facilitator	Instructional 62	0.15	0.15	
Jones, Dwight	Facilitator	Instructional 62	0.15	0.15	
Karwoski, Debra	Facilitator	Instructional 62	0.15	0.15	
Karwoski, Jill	Facilitator	Instructional 62	0.15	0.15	
Karwoski, Marta	Instructional Superv	Instructional 62	1	1	
Kmecic, Debra	Facilitator	Instructional 62	0.15	0.15	
Komara, Fran	Facilitator	Instructional 62	0.15	0.15	
Kuntz, John	Dir Spec Education	Commission 90	1	1	
Marciniak, Paula	Facilitator	Instructional 62	0.15	0.15	
McCanna, Kathy	Facilitator	Instructional 62	0.15	0.15	
McDonough, Diana	Facilitator	Instructional 62	0.15	0.15	
Migliore, Margaret	Facilitator	Instructional 62	0.15	0.15	
Musser, Kerry	Facilitator	Instructional 62	0.15	0.15	
Novak, Barb	Facilitator	Instructional 62	0.15	0.15	
Onuska, Tanya	Facilitator	Instructional 62	0.15	0.15	
Parquette, Julie	Facilitator	Instructional 62	0.15	0.15	
Pettis, Estelle	Facilitator	Instructional 62	0.15	0.15	
Pollock, Dave	Instructional Superv	Instructional 62	1	1	
Price, William	Facilitator	Instructional 62	0.15	0.15	
Price, Jane	Coordinator	Instructional 62	1	1	
Rozycki, Ray	Facilitator	Instructional 62	0.15	0.15	
Sabatino, Frank	Counselor/Psycholo	Ed Specialist 32	0.07	0.07	
Speerhas, Barb	Facilitator	Instructional 62	0.15	0.15	
Thomas, Lisa	Facilitator	Instructional 62	0.15	0.15	
Trombetta, Nick	CAO	Comission 90	0.25	0.25	
Willis, Catherine	Facilitator	Instructional 62	0.15	0.15	
Yanyanin, Nancy	Facilitator	Instructional 62	0.15	0.15	
Young, Frances	Facilitator	Instructional 62	0.15	0.15	
Young, Ron	Director	Administrative II	1	1	
Zeiler, Dave	Facilitator	Instructional 62	0.15	0.15	
Zuppe, Rosemary	Facilitator	Instructional 62	0.15	0.15	
		Totals	17.87	17.87	

APPENDIX H (continued)

*WPCCS employed the services of educational consultants from the University of Pittsburgh's Tri-State Study Council to furnish the administrative functions of the school. Tri-State Study Council provided a certified administrator (principal), curriculum coordinator (certified teacher), and the chief financial officer (private sector experience). These three individuals worked full time.

APPENDIX I

DISCIPLINE POLICY

The Discipline Policy of the Western Pennsylvania Cyber Charter School is unique in that students are schooled at home with their parents or guardian. However, many situations may occur where disciplinary issues arrive and disciplinary action becomes necessary. Please refer to the Parent/Student handbook for the WPCCS' Discipline Policies.

SIGNATURE PAGE

Identify the charter school's special education contact person.

Name Dr. John Kuntz Ed.D.

Title Director of Special Education and Assessment

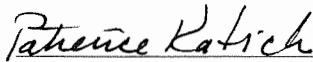
Phone 724-643-1180 Ext 1021

Fax 724-643-1181

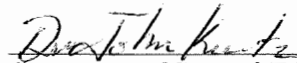
E-mail jkuntz@midlandpa.org

 Dr. Nick Trombetta
Signature of the Chief Administrative Officer

07/30/02
Date

 Patience Katich
Signature of the President of the Charter School Board of Trustees

07/30/02
Date

 Dr. John Kuntz
Signature of Special Education Contact Person

07/30/02
Date