
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Susq-Cyber CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

Organizational Overview is really an executive summary about the Cyber School's past year. The SusQ-Cyber Charter School was created in 1998 by the Berwick Area, Bloomsburg Area, and Milton Area School Districts,. The SusQ-Cyber Charter School was the first Cyber School in Pennsylvania. It was visualized as a pull out program for 9th-12th grade public high school

students. Originally students who wanted to enrich their academic programs could join the Charter School on a full-time or part-time basis and a personal education plan would be designed to deliver a variety of courses, using innovative technology, otherwise unavailable in the home school. The development of the Charter School Act altered this initial vision of the program by requiring that all students must withdraw from their home school and enroll full-time in the Charter School. The five years of operation from 1998 to 2003 were marked by program growth, changes in procedures, and a difference in the needs of the students enrolling in the Cyber School. The summer of 2002 brought major changes in the Cyber School as a result of the Act 88 requirements. The biggest change being that the cyber schools could not be re-chartered by local school districts but had to apply to the Department of Education for Charter Renewal. The renewal application was submitted in July 2003 and the re-chartering hearing was held August 1, 2003 at PDE. A new renewal application is due in to PDE in October 2007.

The original chartering concept of the three founding school districts and the CSIU, who was a major partner in the development of the Cyber School, changed over time by the increase in political and legislative activity surrounding cyber charter schools. The Cyber School has grown since its inception with additional students and the addition of needed staff. The CEO serves as a combined principal and superintendent. The Board continued contracting with Next Century Inc. to provide a retired superintendent as the CEO. This level of experience assists SusQ-Cyber as it develops policies and maintains compliance with the Charter School Law and the various legislative mandates.

The basic philosophy which drove the development of the Cyber School was that a group of students needed this type school program and needed to have the chance to work at their own pace in their own environment as they pursued a high school diploma. In 2007 the Cyber School graduated 27 students that brought the total graduates to over 130. Most of these would not have earned a diploma without the Cyber School. This includes many students who are parents, who are emancipated, or who have medical problems including cancer. The Cyber School permits them to deal with their problems and still complete their schooling. At the other extreme were students who left the traditional school to accelerate and concentrate on their studies. This year students graduated early in order to enroll in college for the spring semester or enter the job market. This year students went on to attend a number of colleges and post high school programs including: the University of Arizona, Luzerne County Community College, Florida Atlantic University, Penn State, Messiah College, Mansfield University, Penn College, McCann, the National Guard.

For dropouts the Cyber School is often the last hope to graduate. Several superintendents have requested the Cyber School enroll students that have been expelled by their districts. An alarming trend has been revealed that some school counselors and administrators admit to referring students to the Cyber School when the students express the desire to quit school. One principal has actually bragged that he encourages potential dropouts to go on home schooling or enroll in a cyber school so they won't be a drop out from his school and therefore would not impact his school's graduation rate and their scores will not be included in the districts AYP calculation.

SusQ-Cyber Charter School has remained small in size and has a local orientation through which students can have regular contact and dialog with their monitors. In 2006-2007 the Cyber School enrolled 216 students from 46 different school districts statewide. To service these students in widely scattered areas the Cyber School staff were on the road meeting students at many libraries and community rooms to facilitate course testing and the PSSA tests.

In 2005-2006 all courses were reviewed and a new provider of course software was added for 2006-2007 which incorporated more teacher made materials and tests into the program. In an attempt to provide more synchronous courses, the Cyber School hired additional subject area teachers including a guidance counselor and social studies and English teachers. These courses and tutoring sessions were also delivered on line using Elluminate to provide face-to-face lessons.

Core Purpose

Mission

The mission of the SusQ-Cyber Charter School which was the basis for its creation was as follows:

The SusQ-Cyber Charter School will use the internet or other emerging technologies to deliver a personalized educational program to learners who express the desire and/or demonstrate the need for non-traditional, flexible delivery of curriculum - a "school without walls."

In 2003, the Department in approving the Charter Renewal application of SusQ-Cyber required the Cyber School to expand the existing mission statement and resubmit a revised mission. The following Mission Statement was submitted and accepted by the Department:

The SusQ Cyber Charter School will use the internet or other emerging technologies to deliver an educational program to primarily at-risk high school students who are trying to obtain their high school diploma. Many of these students have already dropped out of school, or are in danger of doing so, are pregnant or parenting, are medically or emotionally unable to attend their regular school, are involved in confrontations at their school, or are making one last attempt to complete high school and earn a diploma. Most students enroll during their junior or senior year, are overage for their grade, are basic or below basic in proficiency and are seeking the opportunity to get back on track toward graduation. The Cyber School will assist these at-risk students as well as the non-at-risk students who want to pursue an alternative path to a high school diploma through cyber education. The Cyber School will plan a Personalized Education Plan for each student which credits them for past courses earned and outlines a plan for the completion of their graduation requirements. The Cyber School will closely monitor and motivate these students for attendance and academic progress as they work toward the achievement of their educational and life goals.

This current mission statement is under review as SusQ-Cyber prepares its Charter Renewal Application for October 2007 submission.

Vision

The overarching vision of the Cyber School is to provide a school without physical boundaries where students who otherwise could not complete their high school education are provided with a last chance to do so. The Cyber School gives students the opportunity to graduate from high school while they contend with their health needs, economic hardships, social relationships, and parental responsibilities, which may have made attendance at a traditional high school no longer possible.

Shared Values

The Shared Values are the basic philosophical conviction which drives the Cyber School. This belief is that a number of students need this type school and need to be able to work at their own pace, and in their own environment as they pursue a high school diploma. It is a commitment that all students can learn and should have the right to choose the educational program and environment best for them.

The aspects that make the SusQ-Cyber Charter School unique and innovative are that it provides an online school with courses completed on line but combines that format with a network of support through student progress monitors and teachers who work with students on line, on the phone, or at tutoring sessions held throughout the state. The Cyber School staff meets students at a number of partnering facilities including colleges and libraries as well as community rooms. All students must take all their midterms and finals in a proctored setting to ensure they are

completing their own work. This commitment to providing direct support and face-to-face tutoring as the student needs it, as well as verifying student attendance and performance make the SusQ-Cyber Charter School unique.

The Board of Trustees of the SusQ-Cyber Charter School adopted the following belief statements in 2005-2006 as the core beliefs and values of the school community:

- All students can learn.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Teachers, administrators, parents and the community share the responsibility for advancing the school's mission.
- Exceptional students require special services and resources.
- Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- Ongoing professional development of staff is vital

These belief statements reflect the core belief of the SusQ-Cyber School community that the Cyber School serves a great need among students and provides an education to students who would otherwise not be able to take part in a high school education. This belief is reinforced at graduation by the comments of family and friends of the graduates and the genuine sincerity of the graduates who speak of the Cyber School as the place that has enabled them to work toward graduation while dealing with the myriad of other issues and problems which had prevented them from succeeding in a traditional school. This includes the respect evident in the Cyber School that valued them as a person capable of succeeding. This was something they had not received in their traditional school.

Academic Standards

The SusQ-Cyber Charter School strives to have all students meet academic standards in the following content areas:

- Reading, Writing, Listening and Speaking
- Mathematics
- Science and Technology
- History
- Geography
- Economics
- Family and Consumer Science
- Arts and Humanities
- Health, Safety, and Physical Education
- World Languages
- Environment and Ecology
- Civics and Government
- Career Education and Work

Within the SusQ-Cyber Charter School, curriculum is aligned with the PA Academic Standards during the curriculum review process. All content area curriculums are written to include objectives, alignment with PA Academic Standards, activities, resources, assessments, remediation, and enrichment. Testing is designed to evaluate student's attainment of Academic Standards. The Pennsylvania System of School Assessment (PSSA) tests are also used to evaluate student's achievement of the PA Academic Standards. These scores are also used to assist the Cyber School in curriculum revisions and identification of remediation needs.

The SusQ-Cyber Charter School believes that while the PA Academic Standards are the core of a student's learning, there is more that students can learn in a Cyber School. The Cyber School will continue to provide other learning experiences which will benefit the students.

Strengths and Challenges

The strengths of the SusQ-Cyber Charter School have been its small size and local orientation through which students can have regular contact and dialogue with their monitors and not just be a number. In 2006-07 the enrollment numbers grew and students were accepted from many areas of the state. The Board of Trustees agreed to allow the Cyber School advertise to a limited degree for enrollees. In 2006-2007 the Cyber School enrolled students from 46 different school districts. The staff of the Cyber School are all certified and dedicated to what they are doing. They believe in the students and strive to help them succeed. They work with students individually to help them deal with their school issues as well as the other issues in their life. The Board is very committed to the target audience of At-Risk students and is concerned that the Cyber School will be forced to expand in order to survive and lose the personal touch of its program.

Each year all courses are reviewed and a new provider of course software was selected in 2006 which incorporated more teacher made materials and tests into the program. In an attempt to provide more synchronous courses, the Cyber School hired additional subject area teachers for the 2006-2007 school year including a guidance counselor, social studies, and English teachers. Elluminate is used in most courses to provide face-to-face lessons and tutoring on line.

The major challenge faced by SusQ-Cyber is the academic level of the students who enroll. The performance level of many students enrolling in the Cyber School is either basic or below basic and they require considerable remedial work. The size of the school means there are a small number of students taking the PSSA and each score's impact is magnified. A large number of these students enroll for the first time in the 11th grade and many of these students have not even taken pre-algebra to prepare them for the PSSA math test. Bringing Below Basic students up to proficient levels in seven months is a major challenge for any school. This is also impacted by a significant number of students whose primary purpose for enrolling is to collect funds from various sources which require them to be enrolled in school such as SSI, Child Support, Welfare, Probation, and Disability funds. Often these students care little about their education unless faced with the loss of this income. There is also the tendency for schools to recommend students who are attendance or discipline problems and for some it becomes an either/or situation of either enroll in Cyber School or face severe disciplinary penalties including expulsion from the school district.

To attack the problem of poor performance, a math program to increase math scores was launched in 2005-06 and was continued in 2006-2007. The Cyber School's math teacher is addressing this issue and used the School Improvement Fund Grant in 05-06 to concentrate on Algebra assessment by tutoring students in Algebraic concepts and the use of graphing calculators. This effort was expanded in 2006-2007 with the use of Elluminate to tutor students on line.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

A Cyber Charter School does not prepare a Strategic Plan since the Charter Application and the Annual Report are in essence the Strategic Plan

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
James F. Street	SusQ-Cyber Charter School	Administrator	Board
John Barrett	SusQ-Cyber Charter School	Ed Specialist - School Counselor	Board
Karin Shipman	SusQ-Cyber Charter School	Ed Specialist - Instructional Technology	Board
Kathleen Hummel	Central Susquehanna Intermediate Unit	Board Member	Board
Ronald Zaledonis	SusQ-Cyber Charter School	Special Education Representative	Board
Walter Lutz	SusQ-Cyber Charter School	Community Representative	Board
William Allison	Berwick Area School District	Board Member	Board

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Increase Graduation Rate by 5% Over Previous Year

Description:

Activities:

Activity	Description	
Closely monitor to ensure they are on track to graduate	teacher will monitor student progress	
Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Counsel parents as to what they can do to help students progress.	involve parents in students progress	
Person Responsible	Timeline for	Resources

	Implementation	
James Street	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Counsel students who want to quit before graduating	drop-out prevention efforts	
Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Employe a guidance counselor and school family support staff members	New staff to counsel students and assist parents	
Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Encourage any student who did not graduate to remain in school for fifth year. (in use by: Charter Annual Report)	continue students until graduated	
Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Regularly meet as a staff to review each student and their progress toward graduation.	Continual review of student progress	
Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

Activity	Description
Utilize military recruiters to keep students who have indicated a desire to enlist working toward graduation.	Utilize community resources

Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Student attainment of at least the 56% level in the math portion of the PSSA Assessment

Description:

Activities:

Activity	Description	
Administer an Algebra Assessment to the students to assess their abilities.	Assess student performance	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Employ additional math teacher if needed	Additional staff	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Enroll students in the Standards Based Math course as a PSSA Prep course.	Utilize remedial courses	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide training in the use of graphing calculators.	Improve student skills	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide tutoring in Algebraic concepts.	emphasis on needed skills	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Student attainment of at least the 63% performance level in the reading portion of the PSSA Assessment.

Description:

Activities:

Activity	Description	
Administered assessment to students in September to assess their abilities.	Assess student progress	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Create a remedial course to assist students in attaining proficiency	Remediate student achievement levels	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Employe additional staff in reading/English	Additional staff for student improvement	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Attain at least 95% participation rate in the 11th grade test

Description:

Activities:

Activity	Description	
Contact students regarding test times and dates	Make students aware of expectations	
Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Mail, phone and email students and parents regarding the test	Utilize varied contact methods	
Person Responsible	Timeline for Implementation	Resources
James Street	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The SusQ-Cyber Charter School utilizes a curriculum based upon a collection of courses which are assigned for students to complete in an individual program plan designed for each student based on the school transcripts of previously earned credits and activities. It is basically a 23.5 credit program which requires 4 credits in each of the major subject areas as well specific electives and a graduation project. Foods and Nutrition is a required elective as is health and physical education. Electives in the humanities are required to complete the high school program.

All courses offered through the SusQ-Cyber Charter School must be aligned with the Pennsylvania Standards. Keystone National High School has hired staff to ensure that all courses are aligned to the standards and have supplied us with hard copy and CD copy of each course alignment. All new courses are developed using the Pennsylvania Standards as a guide.

Plato courses are aligned to the Standards, as are the University of Missouri courses. The SusQ-Cyber has also developed its own courses which were built upon the Standards.

The newest courses are those contracted through Odyssey Ware for which the Cyber School provides a certified teacher. These courses can be individually adapted and can be adjusted by the teacher to address different student levels. Teachers have been adapting these courses to meet their lesson plans and have created their own midterms and finals as well as required papers and activities.

The science teacher created a program for lab experiments in the chemistry and physical science courses which included lab equipment which would be provided to the student.

SusQ-Cyber is a high school enrolling 9-12 grade students. Because many students enroll late in their high school career or partially through a school year, the curriculum offerings are modeled after the curriculum used in many of the home school districts. This is especially critical due to the number of students who return to their residence school. Many courses are block scheduled to facilitate the time frames of the students. The curriculum of SusQ-Cyber, in many respects, is the same course content and scope and sequence offered in the tradition schools except varied in

the method of delivery.

How in-depth and inquiry-based the teaching is in the Cyber School is basically the same as in the traditional high school and basically to the same degree. The ability level of the student determines the degree to which the student can be expected to use inquiry and how in-depth the student can go. Most courses require essay answers to tests and quizzes in addition to the traditional short answer and multiple-choice questions. Most courses also require journals and papers. There is an opportunity for students to delve deeper into the subject through additional exercises and further study sections. Teachers contact students directly through the web to recommend additional study or additional activities as well as remedial exercises and Eluminate is used regularly to tutor students and present lessons.

As has been discussed above, a significant number of students are performing considerably below the standards in reading and mathematic skills when they enroll. The SusQ-Cyber School tries to obtain the students' records from the various schools they have attended and checks to determine if they were receiving special education services. Students are assessed by the Plato Assessment to determine their levels of performance and to prescribe remedial work from Plato. After reviewing a student's transcripts a program is developed which will challenge the student while providing opportunity for success. Tutors are available to meet with students to motivate them and to review difficult material. The tutors work with the student to set goals for performance and to establish learning techniques to achieve those goals. Students who desire to accelerate their studies are only limited by the amount of time and effort they are willing to devote to their studies. There are some time limitation imbedded in some courses which require certain time frames be observed which restricts the student from completing finals before activities and mid terms are completed.

The students in a Cyber School must be actively engaged in their own learning because they cannot hide behind their classmates. The Cyber School student is highly visible in the virtual classroom and can be observed on a daily basis. The only grades cyber students can earn are the grades created through their own work. The strategies used are different from the types of strategies used in a classroom. Students in the cyber world must be active participants from the moment they turn on the computer, log in, go to their homeroom, and select their course to work on first. From there, students direct their own learning and must take responsibility for setting their personal goals for the class work they will accomplish and when they will be ready to take their evaluations. While at the same time students have the guidelines from the Distance Learning Monitors as to what must be accomplished and the time frame in which to do it. With the increase of synchronous teaching that took place in 2006-2007 students were required to access seminars and course lessons at specific times. These programs were presented using Elluminate and provided two way dialog and through the use of writing tablets the ability for the teacher to critique writing in real time or for the math teacher to show the solution to a problem as it was being done.

A copy of the Letter of Approval of the Professional Development Plan is attached

A copy of the Letter of Approval of the Teacher Induction Plan is effective until 6/06. However, when we question PDE about the process to follow to create a new plan, we were told by the PDE representative in that area that we could not do a new plan until the estrategic planner was operational and that Charter Schools would not be ready until much later in the process and we should continue to use the existing plan. SusQ-Cyber has continued to use the existing approved plan.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Teacher Induction Approval Letter

English Language Learners

The first SusQ-Cyber Charter School ELL student enrolled prior to March 2003. Since 2001 all enrolling students had completed a Home Language Survey as part of the enrollment process. The ESL Plan was developed and submitted in November 2002 that included an Instructional Support Specialist who was placed in charge of the ESL program with a Board approved position. Plans were put in place to address the needs of ELL students when they did enroll and a staff person was employed to serve the ELL students. The Cyber School Board of Trustees adopted an English as a Second Language Policy in January 2003. In March 2003 when the first ELL student enrolled she stated she had received services in 8th grade but had not been receiving services in the vocational technical school she attended. On the home language survey the student and mother reported the family spoke Spanish in the home and during the enrollment session the daughter translated for the mother. Because the student qualified as a PHLOTES, a Woodcock-Munoz was administered and it showed the student should be enrolled in ELL support activities. In May 2003 the student took the Stanford English Language Proficiency test. During the summer of 2003 this student withdrew to her home school district and was no longer a Cyber School student. In 2005, the Board adopted a policy regarding the "Parent's Limited Right to Opt Out of ESL/Bilingual Programs" as required by the State Board of Education regulations. This policy limits excusal from ESL programs only upon written requests claiming religious conflicts.

During the 2006-2007 school year, no ELL students enrolled in the Cyber School. The Cyber School required the English Language Survey to be completed by all enrollees and continued to review all new enrollees to determine if there were any ELL students enrolling. While the Cyber School did not have any ELL students in 2003 through 2007, the ELL program did remain in place, ready to operate if needed. The ELL teacher remained on staff as an instructional support teacher and monitored and tutored any Cyber School students who needed academic tutoring. The ELL teacher enrolled in staff development activities to obtain an ELL certification. The Cyber School reimbursed the ELL teacher for the cost of this training.

English Language Learners - Attachment

- ENGLISH LANGUAGE LEARNERS REPORT

Graduation Requirements

The SusQ-Cyber Charter School Board of Trustees specifies in policy the graduation requirements for the Cyber School. These requirements include completion of specific courses and sequences as well as the completion of a culminating graduation project. Upon enrollment, each student has a graduation plan prepared which includes the completion of the required sequences of courses and electives to meet these graduation requirements. The graduation project is also included in this plan. The graduation project is guided by an on-line course developed by SusQ-Cyber. The proficiency requirements and the importance of the PSSA are also explained at enrollment and repeated often. The Cyber School has created a standards based math course to address the math weaknesses of students in meeting the state standards. The Cyber School has also purchased Odyssey Ware courses for use in remediation. These courses provide remediation for students who lack proficiency. For students who do not achieve proficiency on the 11th grade PSSA, or the 12th grade Retest, the Chapter 4 regulations also permit students to demonstrate proficiency as measured through local testing and remedial courses. The Cyber School had contracted with Plato Learning Corporation for the student assessment module including the Terra Nova test, which was being used by a number of area high schools for administration to all students who do not test proficient on the PSSA Retest. One problem the Cyber School has had in this area is the number of students who first enroll in the Cyber School during their 12th grade or who are re-enrolling dropouts who are not proficient and/or who did not take the PSSA at their previous school. In 2006-2007-2006 teachers were hired in the areas of Math, Science, English and Social Studies to address the student deficiencies in math and reading and to assist students in attaining proficiency. Tutoring sessions are available to students. The Cyber School received the PDE School Improvement Grant in 2005-2006 and used it to address math deficiencies. The program was carried over into 2006-

2007 without the grant. Graphing Calculators are made available to students to use in their math courses and to prepare for the PSSA.

In 2005-2006 the Board of Trustees increased the credits required for graduation by adding an additional math course to the required number. It was hoped this increased requirement would result in more students taking higher level math courses. With the addition of the new series of courses and the new teachers added for the 2006-2007 school year the opportunity to provide more synchronous course delivery became a reality. Teachers were in-serviced in the use of Eluminate as a conferencing and tutorial tool for use with groups of students.

All students who graduate must achieve proficiency on the PSSA, PSSA Re-test, or in the remedial courses which they must take when they are deficient. For some students this has delayed their graduation or prevented others from graduating.

A guidance counselor has been hired effective July 1, 2007 who will develop a more defined program of student counseling and monitoring student progress. He will take responsibility for the PSSA testing.

Special Education

The SusQ-Cyber Charter School has been evaluated by the Pennsylvania Department of Education, Division of Special Education through an onsite compliance monitoring and has been found to be in compliance with the Special Education regulations of the department. The Cyber School Board has approved special education policies regarding child find, student records, and confidentiality.

SusQ-Cyber employs a part-time special education coordinator and a teacher certified in special education. No criteria is used for admission which would preclude special needs students from enrolling. During the 2006-2007, forty special needs students were enrolled. All due process forms including Procedural Safeguards Notifications, Invitations to Participate in IEP Meeting, NOREPS, and Requests to Evaluate have been followed. Courses are adapted by the teacher and revisions to IEPs are completed when needed.

Child Find notices are placed in the local newspapers and students are not refused admission if they indicate they have special needs. The Cyber School asks for all records from the home school and reviews the records to determine if there were any special education services provided. The parent is also asked as part of the Enrollment Notification Form completion if the child was receiving special education services.

Once a student is enrolled, if it appears on the part of the staff, that the student may be in need of special education services, the school will send a Request to Evaluate form to the parent along with a copy of the Procedural Due Process Guidelines. This will also be done if a parent requests an evaluation because they believe there is a need. From that point, the process for evaluation begins and an Evaluation Report is prepared, followed by an ER Conference, an IEP Conference and a NOREP is prepared. Also when a student withdraws or graduates a NOREP is prepared.

Depending upon the recommendations in the IEP the school will prepare a program for the student which reflects the recommendations of the IEP and the NOREP, and depending on the recommendations, the teacher will prescribe courses or may adapt courses to meet the students needs.

Special Education - Attachment

- # Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Karin Shipman	.25	learning support	SusQ-Cyber C.S.	27	Special Ed Resource K-12

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	Not Applicable	Not Applicable	Not Applicable	0	Not Applicable

Special Education Program Profile - Chart III

Title	Location	FTE
Tutor (Gale Tuomisto)	SusQ-Cyber Charter School	.20

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Next Century, Inc. Ronald Zaledonis	Special Education Coordinator	.50
Central Susquehanna Intermediate Unit 16	school psychologist, speech therapist, occupational Therapist, Physical Therapist	Contracted as needed from IU 16

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
not applicable	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
PSSA RETEST	No	No	No	No	No	No	Yes
PASA	No	No	No	No	No	Yes	No
Plato Link Assessments in Math and Reading	No	No	No	Yes	Yes	Yes	Yes
Standard Based Math Assessments	No	No	No	No	No	Yes	Yes

Student Assessment

a) PSSA Test data has had a major impact on the setting of goals in the Cyber School for several years. Due to the fluid nature of the school's enrollment and the short time many students stay in Cyber School, plus the fact that many students were either returning dropouts or were on the path toward dropping out of the home school when the home school recommended they enroll in Cyber School the data can be devastating. The percentage of special needs students included in the PSSA Testing is currently 25% which in a tested group of 24 students has a very statistically significant impact. The importance of participation has made participation by 100% of

the students a major goal. With a student test population as small as ours, attainment of the 95% participation can be difficult if one student is absent from the test. The same holds true for the math and reading scores. The need to make the mark with achieving these scores a primary required goal. The math teacher hired in 2005-2006 to specifically address the deficiencies in math scores made an impact. Grants were utilized to purchase graphing calculators, algebra assessment materials and to contract for a math consultant. Tutoring and special instruction was provided. There was a significant increase in the PSSA scores in math with more students scoring proficient and advanced than in previous years, We would hope that we could claim this was due to our special emphasis on math performance, the use of algebra tutoring, and the graphing calculator training. Moreover, even with a change in teachers, these efforts showed progress in math with more students scoring proficient or advanced in 2007 than in 2006 but also more scored basic or below basic than in 2006. It is our belief that the 25% special needs students adversely affected these results. Overall from 2005 to 2007 there has been a steady increase in the number of students who have scored in the proficient and advanced categories. The problem remains to raise those in the lower categories. This year SusQ-Cyber missed making AYP by .5% in Math PPI and 3% in Reading PPI. One more student scoring proficient or advanced could have changed these results because of the small number of scores involved in the calculations. In 2007 the number of students scoring proficient and advanced in reading were identical to 2006. However, the number of students scoring below basic was significantly higher than in 2006. Even with these changes both areas of Math and Reading showed more students scoring proficient and advanced than in 2005 and the number scoring basic and below was significantly less than in 2005.

A major factor in the PSSA scores is the few numbers of students included in the results. The number of students scored is less than many class scores in other schools. Another factor in this same area is the longevity factor regarding how many students were in this school less than 18 months. Only 7 students that were scored in 2007 were students enrolled longer than 18 months.

Locally administered individual assessment tests are used as another measure of student proficiency as is being done in the resident districts. The locally administered tests are used to establish a base line of proficiency to measure the progress of a student and measure where their proficiency increased during the course of the year. Because so many Cyber School students are new to the Cyber School the year they take their PSSA test there is no prior year experience level for comparison. They enroll during the summer and before October and their scores count in the AYP calculations. When students enroll without ever having taken a Pre-Algebra course it is a daunting task to prepare them to take the PSSA in April that will require a general knowledge of Algebra II and Geometry in order to attain a proficient level.

Students' progress on their educational plan is monitored by the teachers and the distance learning monitors who observe students by computer and follow up with emails and phone calls when necessary. Students sign a contract for the completion of their courses and this is used as the completion expectations for the mid-marking reports and the report card grades. Progress Reports are issued four times a year. Distance learning monitors create their own data base for their students in order to track their progress and record the contacts which they have had with the students. Teachers grade their own courses and are in continual contact with their students.

b.) All students are assigned a Distance Learning Monitor who checks their progress and remains in contact with them through emails, on-line chats through the programs or by phone when necessary. Students who are at-risk of failure, and those not making reasonable progress are receiving special attention from their monitor who can see when they are working from their computer entered assignments and can evaluate their grades to determine if they are making progress. The attendance assistant monitors attendance daily to determine any problems of student attendance and contacts students and parents when absences occur. If there is evidence that the student is not making progress according to the course completion contract, which all parents and students sign, then there is reason for the monitor to request contact by the student

and/or parent, request the CEO contact the parent regarding the student's lack of performance and to request a conference or meeting with the staff. The staff will evaluate the situation to try to determine whether the problem is lack of ability or lack of effort. If the student is incorrectly placed in the course and is not able to do that level of work then correction in the course can be made to change the course level or to adapt it to the student's ability. If the evidence is that the student is not applying himself to the tasks then the monitor will increase contact and set goals for the student to meet. This may involve parental contact to obtain better monitoring of student work in the home.

Teachers are available to tutor students, to review what their problem areas are, and to set up plans for achievement that the student can follow between tutoring sessions. Tutoring sessions may be held on line using Elluminate or teachers may meet with students either at the testing centers or at various locations throughout the state which include libraries in the students home area, at University library facilities or at community centers. A school/family support position was created for 2007-2008 to provide another level of support to the families. Teachers and tutors do not go to students homes except in very rare situations which are approved by the CEO and only with full parent participation and may require two staff members to attend.

Substantiation of the effectiveness of this process is the increases in success of students and the graduation rate which increased from 2005-2006 to 2006-2007 and met the AYP goal for 2007. This year 31 students graduated and several more will finish in the summer of 2007. A number of those who did not complete the requirements of the senior year are being retained to finish in 2008. If the goal of the student is to graduate, the Cyber School provides every opportunity at its disposal to make that goal achievable. The reaction of the graduates who attend graduation makes it a very emotional and joyful accomplishment for students, parents and the staff.

Student Assessment - Attachment

- Local Test Data

Teacher Evaluation

- a) 1. Staff member completes a self-evaluation using the provided checklist.
 2. Staff member and Chief Administrative Officer meet to discuss the self-evaluation and the CEO's evaluation of the staff member using the self-evaluation checklist as well as anecdotal evidence regarding the year's performance.
 3. The CEO prepares a DEBE 5501 Professional Employee Rating Form.
 4. Staff member and CEO meet to discuss the DEBE 5501.
 5. Staff member signs the Rating Form and may make comments that may be attached if the staff member disagrees with the rating.
 6. Any staff member who has an instructional I certificate is evaluated using the PDE 426
- b.) The Chief Executive Officer is responsible for the evaluation of the Cyber School staff.
- c.) The staff evaluator is the CEO of the Cyber School who is certified and has worked for a total of 26 year as a principal and superintendent. The CEO has participated in in-service days during which special education procedures for instruction and expectation for instructional techniques that are unique to the Cyber School have been discussed. In addition, the CEO has attended in-service conferences, workshops and programs addressing such topics as special education, ELL, technology, testing, legal aspects, and individualization of programs. A Board approved staff handbook is revised each year and reviewed with the the staff handbook, including its contents and implications. This provides assurance that the evaluator and the staff have an understanding of expectations.

Teacher Evaluation - Attachment

- Susq-Cyber CS - CHARTER ANNUAL REPORT: REPORT SECTION - TEACHER EVALUATION

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the annual reorganization meeting in September 2006, the Board of Trustees elected new officers for the 2006-2007 school year as directed by the Bylaws. Mr. Guy Campbell was elected President, Mr. William Allison was re-elected vice president. Ms. Kathleen Hummel was re-elected Secretary. Mr. Edward Sowul was re-elected Treasurer. A new Board Member Karen Maurer was added to the Board to fill a vacancy in July 2006. This left one vacancy to be filled. As part of the enrollment process, parents are encouraged to serve on the board or on school committees. Whenever there are terms expiring or vacancies due to other causes, the parents are advised and encouraged to apply to be elected to the board. The parent of a 2006 graduate volunteered to serve on the Board and was appointed in August 2006. However, this Board member only attended two meetings finally resigned from the Board in the late Spring, 2007. This left a vacancy which has not been filled at this time.

Another leadership change which occurred during 2006-2007 was the action of the Board upon the recommendation of the CEO to approve a position description for an Assistant to the CEO and the appointment of the Technology Coordinator to assume these additional responsibilities. This was recommended by the CEO to provide a chain of leadership and a succession path for a new CEO. The new Assistant to the CEO is Karin Shipman who is enrolled in an Educational Administration program at Temple University.

A final significant change occurred in the contracted services area. Susq-Cyber C.S. contracts with the Central Susquehanna IU for business functions. The financial administrator from the IU responsible for the SCCS business operation, was Janis Reeser. She retired in the fall of 2006 and her replacement after a transition phase was Dale Martz. Martz had previous experience as the Business Manager of a school district and provided a smooth transition.

Board of Trustees

Name of Trustee	Office (if any)
Mr. Guy Campbell	President
Mr. William Allison	Vice President
Mr. Edward Sowul	Treasurer
Ms. Kathleen Hummel	Secretary
Dr. Donald Baumgartner	Assistant Treasurer
Ms. Margaret Baumgartner	Member
Ms. Kathy Bohinski	Member
Ms. Karen Maurer	Member

Professional Development (Governance)

Most of the members of the board have experience with school boards either as members or as school personnel. When elected to the board, the CEO supplies new members with copies of the By-Laws, The Sunshine Law, the Ethics Forms and information regarding conflicts of interest. Every spring there is time devoted to the regulations regarding the Ethics Law reporting. Board members are invited and encouraged to attend conferences and workshops. The Board devotes one meeting a year or calls a special meeting or two each year to discuss future planning and provide in-service information to the board members. Unfortunately, few board members take advantage of conference attendance. At the August 2006 board meeting the board approved on

second reading a policy introduced by the CEO that would provide reimbursement for expenses for board members to attend pre-approved meetings, conferences, and workshops. The Board also belongs to The Pennsylvania Coalition of Charter Schools. The PCCS is a source of information and potential training for board members. Staff attended the PCCS/PDE sponsored annual conference and again as in the past, board members were encouraged to attend as some have done in the past.

Coordination of the Governance and Management of the School

The charter grantor is the Pennsylvania Department of Education. The Board expects the CEO to be their contact person with PDE. The CEO is expected to attend PDE meetings, submit all PDE reports in the proper time frame, and advise the Board of actions and activities of the PDE as it relates to the Cyber School. The Board approves materials and reports for submission to PDE and the Board expects the CEO to report to them about PDE initiatives and generally keep them informed of any PDE issues being promulgated.

Community and Parent Engagement

The SusQ-Cyber Charter School Board of Trustees seeks parental involvement in school activities and especially participation on committees and the Board of Trustees. The Board through the CEO requests parental participation during the enrollment process and then whenever there is a vacancy on the Board notifies parents of the vacancy and requests those interested to apply. The success of these efforts by the Board to promote opportunities for community involvement and to engage parents in school activities has not been extensive. This is due to the far reaching geographical nature of the Cyber School and the lack of a clearly defined community where activities can take place. The CEO utilizes parents and community to serve on committees and asks for their assistance with Graduation Projects by providing job-shadowing opportunities for students. There also are opportunities for the community to assist students in the community service aspects of the graduation projects. The Board budgets for parental involvement activities and seeks opportunities to involve them in the program. Because of the age and family status of many of the students there are fewer involved parents willing to take part in school activities. This is much the same as in the high schools of the area.

In 2006-2007 a number of parents took part in a field trip to the Franklin Institute in Philadelphia to see the King Tut exhibit. This project was planned by Elizabeth Shotwell, Social Studies teacher, and parents who encouraged the school to take part. Students from various areas of the state attended.

The Board previously had created the position of a Parent Coordinator to provide a mechanism for parents to make their concerns known and to provide feedback to the parent and the CEO/Board of Trustees regarding parental complaints and concerns. This position had never been fully realized due to a lack of interest by parents. In 2007 the CEO recommended that the Board change this position to a school/ family support position, staffed with a person who would visit homes and assist parents with educational problems, deliver and recover equipment, find the residence of students who were not responding as expected. This staff person is available to travel wherever needed and to deliver paperwork and mail to parents when certified mail isn't delivered.

Recently, some parents have become active in their efforts to support and preserve the Cyber School. They have taken the opportunity to voice their support for the Cyber School to the community at-large and to express their support to both the Cyber School staff and their legislative representatives. Some parents have submitted unsolicited letters of support and given encouragement to the Cyber School. Others have offered to serve on committees as needed or basically do whatever is needed to support the school. This is significant as it shows a change in the attitude of a number of parents from those having little involvement with their student's education to parents who are supporting their students in their efforts to graduate and who are willing to do what they must to help them.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The SusQ-Cyber Charter School has not held any fund raising activities nor are any activities planned for the next year.

Fiscal Solvency Policies

The SusQ-Cyber Charter School follows the accounting and expenditure rules contained in the school code. In addition, the By-laws have specific requirements for the financial accountability of the Cyber School. These procedures include: solicitations of quotes and bids; legal scrutiny of contracts; board review and approval of expenditures over \$200; line item budgeting process which references codes in the PA Chart of Accounts; requirement for two board officer signatures on all checks; board approval of purchase orders; board approval of all leases and contracts. A policy was developed in June 2007 which provides a mechanism for paying bills between Board meetings.

Accounting System

All financial records are maintained following the PA State Chart of Accounts using Quick Books. The data this past year was manually entered into the PDE Reports. Budget and Annual Financial reports are submitted electronically. All budgeting, accounting and reporting is done following the PA School Accounting manual that follows the GASB 34.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Susq-Cyber CS - CHARTER ANNUAL REPORT: REPORT SECTION - PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Herring and Roll, of Sunbury, PA has been the contracted auditing firm since August 2004 and did the audit of the 2005-2006 school year. Their contract was renewed for the 2006-2007 school audit. The Audit is conducted using the GASB 34. They perform an exceptionally thorough audit. The 2005-2006 Audit Summary Report is attached since the 2006-2007 Audit Summary has not been completed. The 2006-2007 audit will not be started until September 2007 because the audit requires the financial records for 2006-2007 be complete. The AFR which is not due until October 15 is an integral part of the audit. Charter schools and school districts will not receive their 2006-2007 Audit reports until late November or December 2006.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Susq-Cyber CS - CHARTER ANNUAL REPORT: REPORT SECTION - AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT

Citations and follow-up actions for any State Audit Report

During the 2006-2007 school year, the SusQ-Cyber Charter School was audited by the State Auditor General's Office. We have not yet received a final statement of the results of the audit but at the exit conference held January 16, 2007 the following management response was discussed.

Citations: NO Citations were issued

Finding: One finding was issued

Finding: Board Members Failed to File a Statement of Financial Interest Form

Management Response:

The SusQ-Cyber Charter School's management agrees with this finding and has already taken steps to correct this error. The CEO conducted an information session for board members during a board meeting to review the Ethics Law. The CEO attended a Conference at which a representative of the Ethics Commission clarified the Ethics Law and the filing of Financial Interest Statement Forms.

This lapse occurred during 2004-2005 for 2004. Due to a lack of a quorum the March 22 board meeting was canceled and that agenda was carried over to a special meeting April 5. The Board canceled the regular April board meeting. The May 24 board meeting was also canceled due to the lack of a quorum. A special board meeting was held June 14 to take up the May 24 agenda. The agenda called for the cancellation of the June 28 meeting. Unfortunately, the board did not pass the budget on June 14 and the regular June 28 Board Meeting was needed to pass the budget. Board members were reminded on both of these agendas to complete and submit their Financial Interest Statements. This is noted in the meeting minutes. Unfortunately, some members were absent from these meetings.

The three members who did not file the Financial Interest Form for 2004 did file the previous year. Some confusion may have occurred during March through June that was created by the cancellation of board meetings and the absence of board members. This may have contributed to their not filing the Form. They may have believed they had already done so when reminded to file the Form. There was no system in place to check off the forms when they were received. For confidentiality they were filed in a folder and members were asked to place the forms in an envelope.

When it was determined that several members had not filed their Financial Interest Form for 2004, the CEO directed the Assistant Board Secretary to establish a checklist to record the filing of this form and to remind Board Members to file the Statement of Financial Interest Form by May 1 each year.

The administration will continue to monitor the receipt of this form and remind board members of their legal responsibility.

OBSERVATIONS - Two Observations were issued one of which was really addressed to PDE

Observation #1: Paid Tuition Was Based on Participating School District's Budgeted Expenditures Rather than Charter School's Actual Expenditures

Management Response:

The SusQ-Cyber Charter School follows the regulations and formulas prescribed by the PA legislature regarding Cyber School funding by school districts. This means that the funds paid to the Cyber School by the districts are based on the district's expenditures and not the Cyber Schools actual expenditures. The Cyber School uses the information provided by the districts on the PDE 363 to calculate the reimbursement to be requested from the district of residence for each Cyber School student. The SusQ-Cyber Charter School cannot change this procedure and is required to bill the districts based on the PDE 363 unless the Department determines a different value and notifies the Cyber School of a new figure to use. When the Cyber School requests the PDE to withhold subsidy from a district which refuses to pay the invoices for its students, the Department may change the reimbursement rate based on the Department's own calculations rather than the calculations provided by the district on the PDE 363 and the PDE disallows reimbursement for any student who attended the Cyber School for less than 5 days. Variations between districts and the type of students enrolled affects the payment rate required from the district.

The Cyber School administration believes it is important to recognize that the Cyber School must like every school district maintain a fund balance which will provide cash on hand to manage the expenses of the school during the gap of time between the close of one fiscal year and the actual receipt of funding for the next fiscal year. In the case of a district that would be tax revenue and in the case of a cyber school it would be the payments from the districts. There are districts which refuse to pay their invoices as prescribed by the State Legislature in Act 88; and at

times it has taken as much as six months to receive the final reconciliation of actual payments owed by these districts through PDE for the previous school year. It is imperative that the Cyber School maintains a cash balance to continue to meet the expenses of serving its students with computers and supplies and to provide the salaries, benefits, offices, and teaching equipment needed by its staff.

While the Cyber School agrees with this observation as presented, it must state this may not need to be changed and it certainly is not anything the Cyber School can alter.

Observation: Charter School Failed to Reach It's Annual Measurable Goals

Management Response:

The SusQ-Cyber Charter School agrees with this finding but feels it must point out that Webster's Dictionary defines Goals as "An end that one strives to attain, the place at which a race, trip, etc. is ended". The PDE requires a Cyber School to set goals for the next school year in their Annual Report. These goals are set keeping in mind both the requirements of AYP and the current performance of the students in the Cyber School. However, due to the preparation of students enrolled in the Cyber School and the wide fluctuation of students enrolling and leaving, there is a lack of continuity of students from year to year. The Cyber School uses its goals to focus its program on specific needs and while it has not achieved the goals set for each year there has been a continual progression of success. The Cyber School was classified in School Improvement I under the AYP standards for 2004-2005 for not making the AYP in Math and Reading measured by the 2004 testing and the graduation rate in 2002& 2003. In 2005, the Cyber School made AYP in Reading and achieved the Graduation rate but was lacking in Math. Therefore it was placed in School Improvement II for 2005-2006. In 2006 testing the Cyber School moved out of School Improvement and into the category of an Improving School because it made AYP in Math, Reading, and the graduation rate. While it did not achieve the set goals, the school did improve to an extent that PDE had confidence that the school had significantly improved its scores and was statistically achieving its goals. The Cyber School achieved its goal of participation each year.

The setting of goals is important in striving for increased excellence. However, as important as the achievement of a goal is the degree of improvement the student has achieved.

The alternative to setting high goals which will be difficult to attain is to set low goals which can be easily attained; but will not challenge the students or the staff to excel. We believe it is better to set a higher mark and if the mark is not reached it is still a better measure of how much improvement the students and staff have attained. To achieve a low goal is not as important as the distance and amount of improvement that has occurred while trying to achieve a higher goal.

The administration will continue to monitor the setting of goals and will continue to encourage the students and staff to achieve higher standards. This includes the many students who enroll in the Cyber School in the 11th or 12th grade who must strive especially hard to overcome the deficits they bring.

Follow up by the Cyber School Board: The CEO reviewed the audit and the management responses with the Board and the Board is waiting for the final report from the Auditor General's Office. The Board agreed that the Finding was correct and the Board and CEO had already put procedures in place to correct that issue. The Board, however, does not understand why the auditors would admittedly insert an observation about funding into the audit report when there was no violation of the law, rules, or procedures by the cyber school especially since to do otherwise, the Cyber School would have to violate law and PDE directives. This is especially an issue since the auditors gave the impression that they had been directed to do so by people higher up in the system. If this observation was to be issued, it should have been issued to the legislature or PDE. The Board also agreed with the management's response to the other observation regarding the setting and achieving of goals.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

In 2006-2007 the SusQ-Cyber Charter added office equipment (file cabinets, book cases), replaced used office desks and chairs with newer used office desks and chairs, replaced a large number of 5 — 7 year old student desktop computers with new laptop computers. Purchased additional laptops for students and additional student printers. Purchased up-dated staff computers.

With the opening of the new branch office in Bloomsburg there was a need for more office furniture as well as servers, a phone system, office equipment and updated computers.

Future Facility Plans and Other Capital Needs

As a result of planning by the Board during the 2005-2006 school year a new facility to house additional offices of the Cyber School were acquired for the 2006-2007 school year. The current facilities at the CSIU had become overcrowded lacked sufficient room for growth and expansion. A Board Committee had met during the 2005-2006 year and investigated sites, visited locations, and reported to the board on their progress. The Committee recommended that the Cyber School add an additional office facility for staff in Bloomsburg, PA in the Bloomsburg Technology Center that had been created by the Town of Bloomsburg, the Columbia/Montour Chambers of Commerce and Bloomsburg University with Federal and State Funding. On August 1, 2006 the Cyber School moved into the 4 room 2600 sq foot facility. The Board in the 2006-2007 budget provided the funding to pay for this lease and to equip the office for the staff. The facility has served as an office and testing center. The Berwick testing center was closed and the furnishings at the Berwick site were moved to the Bloomsburg center.

The existing main office at the CSIU building in Milton, PA will continue to serve as the Main Administrative Office of the SusQ-Cyber Charter School as well as the location of the Cyber School's Business Office. The planning for this additional facility was thorough and involved the Cyber School Board, Administration, and Solicitor. The plans were integrated into the budgeting plans of the Cyber School and fits into the strategic planning for SusQ-Cyber. This newly acquired space provided room to add staff and in May 2007 an additional 560 square foot room in the Bloomsburg facility was leased to bring the square footage at that site up to 3160 square feet. Additional staff will be housed at this site./

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

The SusQ-Cyber Charter School operates its offices in facilities leased from the CSIU and the Columbia Alliance for Economic Growth, Inc. They provided all compliances with health and safety regulations at the local and state level. The Building and Grounds Supervisors of the CSIU and the Columbia Alliance who operates the Bloomsburg Technology Center, hold all inspections and general permits. Drills are conducted through the CSIU and Columbia Alliance and Emergency Plans are operated by those organizations. The school nurse maintains all student health records and immunization records in locked files. In 2005-2006, the Annual School Health Report became an electronic report and the school nurse prepared her section of the report, the Business Management input the financial information to the Report, the CEO completed and submitted the Report to the PA Dept. of Health. The 2006-2007 Annual School Health Report is due September 30, 2006. The reimbursement will be received after that date. The

Commonwealth of Pennsylvania School Immunization Report is due October 15 each year. Because we are a Cyber School we do not have bus evacuation drills, and fire drills are conducted for the staff. Emergency evacuation drills are held for the staff at the location where their office is located

The SusQ-Cyber Charter School does not participate in the Federal School lunch Program and does not have a food service program. However, the Cyber School is mindful of the requirements of good nutrition and is enacting a Wellness Policy that will address the areas of nutrition and will utilize the school nurse in promoting healthy lifestyles. The Cyber School requires all students who have not had a foods and nutrition course to take that course in the Cyber School. The nurse conducts height, weight, vision, and hearing screenings every year for all students. In addition she does blood pressure screenings and will be beginning body mass assessments next year. She counsels students about nutrition and makes referrals to the family or to the school physician. She also monitors the 11th grade physicals for that grade. We have adopted the practice of not supplying sugary drinks for PSSA testing and encourage students to drink water or juice that we provide. If ever necessary, we will provide a healthy lunch for the students on test days. The nurses have been aware of this issue and one of them, serves on the wellness committee for another school district as well as being designated the SusQ- Cyber wellness representative. Students are required to participate in a physical education program every year they are enrolled and must take a health course during their high school years.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- Evidence of Submission for Request for Reimbursement and Report of School Health Services
- PA Dept of Health Immunization Report 2006
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Insurance Coverage

The SusQ-Cyber Charter School has a wide variety of insurance coverage. The primary Agent is Pfeifer-Naginey Insurance Inc. of Northumberland, PA. The policies and coverage are listed below.

TYPE OF INSURANCE	COVERAGE AMOUNT
Director's and Officer's Liability	\$500,000
Employment Practices Liability	\$500,000
General Liability	\$1,000,000
Inland Marine Coverage (property)	\$20,000
Employee Dishonesty Coverage (Bond)	\$50,000
Treasurer's Bond	\$50,000
Bloomsburg Technology Center personal property	\$5,000

Special coverage is obtained when renting facilities such as for graduation at a \$1,000,000 liability level.

Each July all coverages are reviewed and property coverage is increased to correspond with the property inventory amounts.

The Cyber School also provides workers' compensation insurance. It is driven by the total wages paid. It is budgeted based on wage estimates. The workers compensation policy is on a January 1 to December 31 calendar and rates will be adjusted then for January 2008.

Full-time employees are provided with health, vision, and dental insurance. They may chose from Capital Blue Cross/Blue Shield through NCAS, Keystone Health Plan, or the Geisinger Health

Plan. Vision and dental insurance are through the Central Susquehanna Health and Welfare Trust. The Board of Trustees also provides term life insurance for all full-time employees.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The SusQ-Cyber Charter School professional staff are 100% certified teachers who have been experienced educators. Previously, staff turnover has not a problem for the Cyber School as any changes in staff have been due to the creation of new positions or the growth of the school. However, this year one teacher was recruited by another Cyber School and needed to be replaced. This year the Cyber School added an English teacher, a Social Studies teacher, replaced a math teacher, and two teachers earned additional certifications in English and Chemistry. The following chart maps the Cyber School staff and does not include those staff contracted through course ware providers who are also certified and whose records and evaluations are maintained by their contracting agencies. The Keystone National high school has shared their staff evaluation documents with the Cyber School and we are satisfied that they provide certified and evaluated teachers.

Total Number of Personnel 2006-07 ---- 14
Returned from Previous School Year ----11
Were with the School for Entire School Year ----11
Left During Year ----1
Replacement Hired for Staff Member Who Resigned ----1
New Hires During Year ---- 2
Projected Staff for 2007-2008 including new hires ----16

A Guidance Counselor, an additional Special Education teacher and a Secretary Receptionist are hired for the 2007-2008 school year.

The Board has budgeted for additional staff if there is a need.

Quality of Teaching and Other Staff - Attachments

- Evidence of Submission for Elementary and Secondary Professional Personnel Report
- PDE-414

Student Enrollment

Enrollment in SusQ-Cyber Charter School is open to any student who resides in a Pennsylvania school district and who is a 9th grade or higher student. Students do not have to be currently enrolled in a public high school in order to enroll in Cyber School. Enrollment materials are available on the web-site to students who contact the school and request enrollment. All requirements, regulations, and expectations are explained on the web including copies of student handbooks and all forms which must be completed. Students and parents complete all enrollment forms and the Enrollment Notification Form, and mail these forms to the Cyber School. All forms are reviewed and any corrections are coordinated with the parent. The Enrollment Notification Form is sent to the resident school district superintendent and the Pennsylvania Department of Education. Prior to starting school both the student and parent attend an orientation session to familiarize themselves with the operation of the computers and all the programs including the attendance program. The nurse takes care of all screenings at the orientation session. The Cyber School requests all records for the student including health records, PSSA results, graduation project status, and all IEP documents. The PDE 363 form is requested from the district.

New students are added to the Student Data Base and become part of the listing of enrolled students. The data base entry includes information required on the state child accounting reports and the No Child Left Behind statistics. The new student is also entered into the attendance

reporting program which operates on the website and requires parents/guardians to daily report the attendance for their child. The attendance system is accessed from the website and by entering a login and password the parent records the student attendance data file. A calendar linked to the school year calendar displays the monthly calendar with the current day showing. The parent marks the student as present, absent, absent am, absent pm, late, or early dismissal. A second listing displays reasons and the parent must highlight the reason for the absence, illness, death in family, truancy, parental neglect, etc. The parent then must enter their personal authentication code, which serves as their electronic signature, verifying that the information is correct and the data is recorded. Once entered the parent cannot change the data.

The Attendance System tabulates the data and calculates the data for the annual state attendance reports. The attendance data is categorized by district of residency and can disaggregate data as required under NCLB. The administrative side of this system permits the cyber school staff to access the data and verify data as well as to change data if the parent contacts the school to make corrections after submission. The cyber school staff can also change data or enter attendance if, for example, the student does not attend a scheduled PSSA testing day. The validity of the report is as accurate as it can be and is based upon the same standards that are used by traditional schools in accepting written excuses from parents to substantiate student absences. In cases of extended absences such as hospital stay or childbirth that caused an absence, the parent submits doctors' excuses. An attendance assistant who checks student attendance daily and contacts those who are absent to confirm their status monitors attendance.

Monthly enrollment reports are developed and are the basis of the monthly billings sent to the districts. There is ongoing dialog with some sending districts to ensure the accuracy of enrollment and withdrawal data between the district and the Cyber School. It is hoped more such relationships can be developed with the other districts. The monthly report also includes a summary of new enrollments, withdrawals, and special education students' IEP dates. From this data the Child Accounting Forms are completed and submitted to PDE either online or as paper submissions depending on the form. Those districts who refuse to pay their tuition are given at least one month of grace before their bills are submitted to PDE for deduction from their monthly subsidy. There were several districts that had passed Board Resolutions in opposition to Cyber Schools as part of the PSBA lawsuit. However even with the dismissal of the PSBA lawsuit some of those districts have refused to pay their tuition. For these districts it seems it is financially more attractive to let PDE do the record keeping and to hold onto their funds as long as possible until the state finally withholds the subsidy. At a meeting held in June 2007 attended by representatives of PSBA, PASA, PSEA, PARRS, Blended Schools, and SusQ-Cyber Charter School attended by the SusQ-Cyber CEO it was stated by the PASA representative that PDE has told districts not to pay the Cyber School bills.

The SusQ-Cyber Charter School has operated for the last eight years on an open enrollment policy while operating as a public high school. Admission to the SusQ-Cyber Charter School is open to any student who meets the residence and age requirements of law and the charter. Students must have completed the 9th grade and must verify their residency in the school district where they claim residency. For the first five years enrollment had been limited to residents of CSIU 16 area school districts and students. In the 2003-2004 school year the Cyber School under the guidelines of its new Charter, enrolled students from Luzerne County, Dauphin County, Perry County, Lycoming County, and Schuylkill County. In 2004-2005 The Cyber School opened its enrollment statewide per the PDE directive regarding no regional cyber schools and now conducts enrollment session in several areas of the state.

The Cyber School does not use a lottery. It does use a waiting list. Students are placed on the waiting list in the order in which they call to apply for admission. They are then contacted for enrollment in the same order as they appear on the list.

Following PDE child accounting directives, the Cyber School notifies students and parents that non-attendance will not be tolerated and students who are illegally absent will be referred to their

home district for prosecution and students who are absent 10 consecutive days without a legal excuse will be referred back to the home school district. Students are withdrawn after the school has warned them in writing to contact the Cyber School regarding their lack of attendance and work or they will be withdrawn because they were not attending as evidenced by recording attendance or demonstrating work on courses. In most cases the student and parent responds and gets back on track. If they do not contact they are sent a second letter that they are beyond the age of compulsory attendance and we must assume they have chosen to not attend the Cyber School. In some cases when the students are referred back to the home districts, the districts have not been cooperative in the effort to prosecute truancy since they did not consider the student their problem and if the request was to re-enroll the student because of truancy they did not want to re-enroll the student.

Enrollment information has been sent to 212 students who were on the waiting list and responses were received from 57 students who have been added to the list of new enrollees for September 4, 2007. Additional students are enrolling on-line and more are expected during August. Calls are being made to those who have not responded or whose envelopes were returned due to address errors.

- Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Enrollment History 2006-2007

Grade 9

Initial enrollment -- 28
Dropped by 6/30/07 -- 15
Added during 2006-2007 -- 16
Moved out of state -- 2

Students transferred to Berwick Area (1) Keystone Central (1) Mid-West (1) Shamokin Area (1) Shikellamy (3) Reading (1) Warrior Run (1)

Grade 10

Initial enrollment -- 38
Dropped by 6/30/07 -- 29
Added during 2006-2007 -- 25

Students transferred to Berwick Area (2) Central Columbia Area (2) Mid-West (1) Selinsgrove Area (1) Shikellamy (3) Military (1) Runaway (1)

Grade 11

Initial enrollment -- 38
Dropped by 6/30/07 -- 21
Added during 2006-2007 -- 14

Students transferred to Berwick Area (6) Cornwall-Lebanon (1) Keystone Central (1) Lewisburg Area (1) Montoursville Area (1)

Grade 12

Initial enrollment -- 44
Dropped by 6/30/07 -- 19
Added during 2006-2007 -- 26

Students transferred to Berwick Area (6) Cornwall-Lebanon (1) Keystone Central (1) Lewisburg Area (1) Montoursville Area (1)

- Provide the number of students who completed this school year who are currently enrolled to return in September.

Grade 9 -- (25)
 Grade 10 -- (34)
 Grade 11 -- (31)
 Grade 12 -- (19)
 Total ----- (109)

- Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

No students were expelled and no students were required to leave except for those referred to the home school for truancy

Grade 9 -- voluntary (15) moved out of state (2)
 Grade 10 -- voluntary (20) moved out of state (3) non public and returned (1) military (1) runaway (1)
 Grade 11 -- voluntary (18)
 Grade 12 -- voluntary (19) graduated -- (31)

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

The trend from previous years continued with many students at the basic or below basic level of proficiency and/or who are contemplating dropping out of school being referred by guidance counselors and administrators. There also are those students who enroll because they are receiving financial support (welfare, SSI, domestic relations), which requires they must be enrolled in school. Others enroll due to court or probation department rules that required their enrollment in school. Many students enroll because of conflicts at their school either with students or staff. Some enroll to accelerate their graduation and some enroll for medical reasons.

The students who withdrew in 2006-2007 fell into several major categories. One group was students who found the Cyber School not to be what they had expected and decided to return to their home school and their friends. A second group was the students who had been on the verge of dropping out of their home school or had dropped out and had enrolled in the Cyber School either to satisfy a parent, or because their school counselor had convinced them to give school one more try. A third group was those students who dropped out of Cyber School to take the GED. A last group was those students who were not performing in the home school due to poor attendance and grades and believed the cyber school would be an easy alternative. However, attendance and school work were required in the Cyber School and these students found it was easier to drop out than attend or do the required work. A few students withdrew to return to their home school to graduate with their friends.

Transportation

Not Applicable. The SusQ-Cyber Charter School does not have a transportation program because it is a cyber school. However, when students participate in special activities such as the Bloomsburg University Transition Services Program for special education students or field trips to museums, transportation is provided through an individual contract with either the CSIU student transportation department or an independent bus contractor. Transportation is provided for all such trips. For special education trips the transportation is financed through IDEA funds.

Food Service Program

Not Applicable. The SusQ-Cyber Charter School does not have a food services program because it is a cyber school.

Student Conduct

a) The SusQ-Cyber Charter School has a parent/student handbook, which is reviewed with parents and students prior to enrollment. The handbook includes all policies relating to students and student behavior. The policies cover all aspects of student discipline including suspension and expulsion, students' rights and responsibilities, and due process. The discipline policy is reviewed for content each school year.

b) No students were expelled in 2006-2007. However, the second Cyber School student in the school's history was suspended. The student was suspended 10 days out of school for violating the Internet Use Agreement that the student and parent had both signed. Due process was followed and the student and parent were provided with a discipline hearing at which time the student was confronted with the evidence and given the opportunity to respond. The suspended student returned the computer to the school and it was not returned to the student until the suspension was served. The student is no longer enrolled since the student has left the state.

Student Conduct - Attachment

- Discipline Policies

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Susq-Cyber CS

Date of Local Chartering School Board/PDE Approval: 2/17/1998 & 6/15/2003

Length of Charter: 6/24/1998 - 6/15/2008 **Opening Date:** September 9, 1998

Grade Level: 9th - 12th grade **Hours of Operation:** 5.5 hours/day 12:01am-11:59 pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 9.2 FTE

Student/ Teacher Ratio: 23.48 - 1 **Student Waiting List:** 171

Attendance Rate/Percentage: 94.95%

Enrollment: 216 **Per Pupil Subsidy:** \$7,434.90 / special ed. \$15,033.96

Student Profile

American Indian/Alaskan Native: 1
Asian/Pacific Islander: 1
Black (Non-Hispanic): 3
Hispanic: 4
White (Non-Hispanic): 207
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 84

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 21

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	990	990

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Susq-Cyber CS within Central Susquehanna IU 16 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, 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 an 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 assessing 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 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.

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name James Street

Title Mr.

Phone (570) 523-1155 ext 2357

Fax (570) 523-0674

E-mail jstreet@csiu.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Guy Campbell

Title Mr.

Phone (570) 523-1155 ext 2357

Fax (570) 523-0674

E-mail gecampbell_game@msn.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Ronald Zaledonis

Title Mr.

Phone (570) 245-0252 ext 310

Fax (570) 245-0246

E-mail rzaledonis@csiu.org

Signature of the Special Education Contact Person and Date