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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Monday, February 14, 2011**  
**(Last Accepted: Monday, February 14, 2011)**

**Entity:** 21st Century Cyber CS  
**Address:** 805 Springdale Dr.  
Exton, PA 19341  
**Phone:** (484) 875-5454  
**Contact Name:** Jon Marsh

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** 21st Century Cyber CS

**Date of Local Chartering School Board/PDE Approval:** June 14, 2006

**Length of Charter:** 5 Years    **Opening Date:** September 2001

**Grade Level:** 6-12    **Hours of Operation:** 8:00am-4:00pm

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 26

**Student/Teacher Ratio:** 23:1    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 98.4%

**Second Site Address, Phone Number and Site Director:**

805 Springdale Drive

Exton, PA 19341

(484) 875-5400

Jon Marsh

## Summary Data Part II

**Enrollment:** ADM=591    **Per Pupil Subsidy:** 9898.76

### Student Profile

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<b>American Indian/Alaskan Native:</b>	1%
<b>Asian/Pacific Islander:</b>	1%
<b>Black (Non-Hispanic):</b>	6%
<b>Hispanic:</b>	5%
<b>White (Non-Hispanic):</b>	86%
<b>Multicultural:</b>	1%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
34.7%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 65

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	0	180	180	180	180
Instructional Hours	0	0	0	900	990	990	990

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

In 1999 the Executive Directors of the Intermediate Units of Bucks, Chester, Delaware, and Montgomery counties saw the need for a cyber school to serve their students. These educators wanted to ensure that the students had the opportunity to attend a school that offered a high quality education if the cyber environment was the most appropriate setting for them. These IUs, and their 64 member school districts, formed the 21st Century Cyber Charter School (21CCCS) in 2001. West Chester School District held the original charter from 2001 until 2006 when PDE became the charter holder. 21CCCS is a wonderful opportunity for students in grades 6-12 who are motivated to learn in an online asynchronous environment. The primary goal of the school is to provide students with high quality instruction and an online curriculum aligned to the Pennsylvania academic standards. Through consistent communication, 21CCCS teachers tailor the educational process to meet the students' individual needs while preparing them for the future.

The 21st Century Cyber Charter School's method of delivering instruction via the Internet enables students to receive a public education through the use of an online curriculum designed by highly qualified teachers and staff. This curriculum addresses the Pennsylvania academic standards through the innovative use of technology. 21CCCS students use technology to conduct in-depth research, collaborate with other students, and develop 21st century skills to be prepared for their individual goals after graduation. The school's focus on a student centered approach allows the teachers to create an individualized educational setting in which students with a variety of strengths can achieve academic success.

The ability to individualize the educational setting for students, both in curricular choices and the pace of instruction, enables 21CCCS to meet the needs of students who have a conflict with the traditional method of instructional delivery. Differentiation and communication create a successful academic environment for the students. Through weekly communication with instructors and staff, the students are taught to self-advocate when they need additional instruction, further explanation, accommodations, or modification of the curriculum.

Teachers, counselors, and staff provide daily assistance during the orientation period to ensure each student has the necessary skills to be successful in an asynchronous, online setting. However, this method of delivering instruction is not appropriate for every student. Should a student show signs of difficulty due to the setting, a conference is scheduled with the parent and student to determine if any other further modifications or accommodations can or should be made, and if cyber school is an appropriate learning environment.

## **Mission**

The 21<sup>st</sup> Century Cyber Charter School (21CCCS) mission is to: Provide students, for whom an asynchronous environment is an appropriate educational setting and attend our school at least half time, with an individualized learning program utilizing the latest information and communications technology. The basis for all learning plans is to maximize student achievement of the Pennsylvania Academic Standards while developing higher order thinking and complex problem-solving skills. The 21<sup>st</sup> Century Cyber Charter School will assure students master essential content and skills while preparing them for their future goals.

## **Vision**

We provide students, families, teachers, and staff a world-class individualized asynchronous online "out of the box" educational experience, while achieving balanced growth and providing customers, both internal and external, with outstanding service.

## **Shared Values**

21CCCS serves the students and families of Pennsylvania by ensuring highly trained instructors and staff use rigorous online middle and high school curriculum to help students achieve a well respected transcript and diploma. Not all students learn best in an online learning environment or are motivated enough for full-time online asynchronous learning, but for those who are, 21CCCS offers the best asynchronous online learning environment available, which drives enrollment, decreases student and teacher turnover, and makes 21CCCS the school of choice for asynchronous online learning in Pennsylvania.

## **Academic Standards**

The 21CCCS curriculum provides a rich learning experience designed to foster creative and critical thinking skills, increase self-motivation and self-advocacy, and maximize student

achievement of the Pennsylvania Academic Standards (PA Standards). With this ultimate goal in mind, the 21CCCS curriculum is tightly aligned to the academic standards through embedded anchors and assessments designed to measure student proficiency annually. The 21CCCS curriculum utilizes an integrated, conceptually structured approach that stresses achievement of the Pennsylvania standards in real-life contexts and applications. In addition to this pedagogical basis for curriculum development, the 21CCCS curriculum provides a variety of assessment methods to collect evidence of content goals and Pennsylvania standards to benefit as many learners as possible. The staff, which developed the curriculum, created curriculum maps to document the standards, anchors, and content topics addressed in each course.

All classes created by 21CCCS staff have been, and will continue to be, developed using the board approved rubric to ensure standardization, ease of use, alignment to the PA Standards, and the ability to move at the most appropriate pace for the individual student. These courses are independently reviewed based upon this rubric.

Students progress through the classes as quickly as they are able to demonstrate mastery of the content, but they are monitored so they do not fall behind. Communication with the instructors is imperative to the students' success. The ultimate goal of the educational program is academic excellence for all students through the mastery of appropriate curriculum.

To successfully graduate from 21CCCS each student must meet the present standard for accumulated credits - 23 credits are required for students including: 4 credits in English, Social Studies, Mathematics, and Science; 2 credits in Physical Education and Health; 2 credits in Arts & Humanities; 2 credits in elective courses. Students must also complete both a course on careers and a graduation project (0.5 credits each), as well as achieve a level of "Proficient" or better on the PSSAs. Students that do not meet PSSA proficiency requirements are required to demonstrate proficiency on an alternate assessment. College bound students should complete at least two years of a foreign language and should also consider taking British Literature, Pre-Calculus, Calculus, and Physics.

In accordance with IDEA, identified special education students who satisfactorily complete a special education program developed by an Individualized Educational Program team shall be granted and issued a regular high school diploma by 21CCCS.

## **Strengths and Challenges**

In 2008 the National Survey of Student Engagement found that students in online schools were developing deeper and better uses of thinking skills. These results, as well as a 2009 report issued by the U.S. Department of Education stating that "students in online learning conditions performed better than those receiving face-to-face instruction", have increased the validity of online instruction. As the research continues to add credibility to online programs across the country, 21CCCS continues to ensure that the students of Pennsylvania have a quality online choice.

21CCCS graduates continue to be a source of pride for the school with nearly 80% attending institutes of higher education. Many 21CCCS students did not come from districts with high percentages of graduates that were planning to attend college. Many of the students that enrolled with 21CCCS indicated that they were not planning on going to college at all. The teachers and staff have been credited with this change in plans because they were able to help students build the confidence to see that they are capable of succeeding in college.

21CCCS made Adequate Yearly Progress (AYP) five years in a row from 2004 through 2009. This success is attributed to a number of factors including, but not limited to, the development of 21CCCS's own online curriculum based upon the Pennsylvania standards, a high level of individualization and frequent

communication between the school, students, and parents. The dedication of highly trained teachers and staff as well as the support and guidance of the Board of Trustees are also contributors to this success.

Continuing to achieve AYP when over 40% of the students attend the school for less than one year is a challenge. Much has been done to inform parents and students of the requirements and motivation needed to learn online, however there is still a large population that try online learning because it might be the "easy way out" or the "save all" solution for a child that is not motivated to learn. Each child that enrolls and then decides that the online environment is not an appropriate setting creates challenges such as retrieving hardware and textbooks from the withdrawn students that are located across the commonwealth.

A large number of school districts have attempted to implement their own online courses. This in itself is not a challenge, as staff from 21CCCS met with dozens of districts this past year to assist them in understanding what it takes to build a quality online school. This is also demonstrated by the fact that numerous staff members presented at national conferences regarding lessons learned and ways to improve online instruction. The challenge has been the large number of district administrators that are seeking the easy and inexpensive way to build or purchase a "cyber school in a box". This focus on ease and cost has damaged the public perception of online education and devalues what is required to operate a quality online program such as 21CCCS.

It is our belief that in order for an online school to work, teachers need to be available to students when students are ready to learn, not when teachers are available to teach. Furthermore, teachers need to have regular, open communication directly with students and families to ensure that they understand the concepts that are being presented. Instructional design is an important part of the formula, but it does not make up for frequent teacher-student communication.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

In 2004 21CCCS was required to develop a School Improvement Plan after not achieving AYP due to not meeting the participation rate by one student. The plan was executed during the 2004-05 and the 2005-06 school year. A committee has been formed to address the possible areas of concern for the 2010-11 school year.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Ball, Kylene	Dean of Students	Administrator	Jon Marsh, Director/CEO
Carly Fives	Special Services Coordinator	Special Education Representative	education specialist
Eileen Costanzo	English Lead Teacher	Secondary School Teacher	Teachers
Joe Mayo	Student Support Manager	Administrator	Jon Marsh
Jon Marsh	Director/CEO	Administrator	Position
Lindi Steczak	Admin. Asst. / Bd. Sec.	Administrator	Jon Marsh
Russell Gallagher	Principal	Administrator	Jon Marsh

## Goals, Strategies and Activities

### **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

#### **Strategy: Test Notification**

**Description:** Students required to test will be notified of testing dates, times, & locations as early in the year as possible.

#### **Activity: Pre-Test Call**

**Description:** Students receive positive phone call at least once prior to test to encourage success & attendance.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Statement of Quality Assurance**

Charter school has met AYP.

#### **Statement of Quality Assurance - Attachment**

- AYP

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

The 21CCCS curriculum provides a rich learning experience designed to foster creative and critical thinking skills, increase self-motivation and self-advocacy, and maximize student achievement of the Pennsylvania Academic Standards (PA Standards). With this ultimate goal in mind, the 21CCCS curriculum is tightly aligned to the PA Standards through embedded anchors and diagnostic assessments designed to measure student proficiency annually. 21CCCS curriculum utilizes an integrated, conceptually structured approach that stresses achievement of the PA Standards in real-life contexts and applications. In addition to this pedagogical basis for curriculum development the 21CCCS curriculum provides a variety of assessment methods to collect evidence of content goals and Pennsylvania standards to benefit as many learners as

possible. The staff, which developed the curriculum, created curriculum maps to document the standards, anchors, and content topics addressed in each course. The 21CCCS Board of Trustees (Board) approved this documentation at the January 2006 meeting and administration submitted the documents to PDE as part of the charter renewal in February 2006.

In May 2008 the Board approved a five-year curriculum renewal cycle that was developed to ensure all classes receive regular review. To further support the revision process, data gathered during focus groups held in the spring of 2009 guided the revisions to better meet the needs of the students.

The 21CCCS curriculum provides a high degree of individualization, allowing students to demonstrate mastery of the content most appropriate to the learner. Participation in group projects and learning activities are flexible and based upon common needs and learning objectives rather than age or placement within a predetermined curriculum. 21CCCS does not attempt to fit students into a set class progression, but rather builds the educational program around the student's learning needs. 21CCCS provides the students with the necessary materials to successfully complete their courses. For all English and math courses, the students complete Study Island benchmark assessments to identify the areas of the PA Standards in which there may be a deficiency. The instructional staff uses the students' benchmark scores to help focus on areas of need from the pre-diagnostic assessment and to measure annual academic improvement with the subsequent assessments.

Curriculum which is purchased or rented from third party sources is taught by our instructional staff whenever appropriate, and monitored by a 21CCCS Learning Coach for additional student support. When using one of these courses, modifications are made to include an appropriate pace chart for the student's individual needs. All curriculum taught by 21CCCS staff is aligned to the PA Standards and augmented whenever necessary to enhance student achievement of the standards.

Based upon student preference and needs, 21CCCS teachers incorporate the use of virtual classrooms to introduce, discuss, and review the instructional material. Students who choose not to, or who are unable to participate in the live version of the presentation are able to watch a recorded version any time after the session has been posted. After review of current pedagogical research, many classes have incorporated the use of discussion boards, as they have been found effective for the learning process (Kassop 2003). Students are then able to participate in the curricular discussion in an asynchronous manner. The main benefit of the online method of instructional delivery is the ability for students to process the information at their own speed without the demands, and/or stress of a real-time class setting. Even within the synchronous webcasts, students are able to process information and respond within their comfort levels either through direct messaging or live audio.

When collaborative activities are appropriate the students may use a combination of the discussion boards and/or the live webcasts to present their information to their collaborative group or the entire class. When direct instruction, remediation, or tutoring is needed, the instructors may use the live webcast in a one-on-one setting to work with the students in a synchronous setting.

Not only do teachers have the opportunity to discover areas of need through regular one-on-one communication with students, diagnostic assessments are also given to students. Specifically within the English and math subject areas, diagnostic assessments assist in determining if extra focus is needed on fundamental skills for the individual student. 21CCCS teaching staff employ several strategies to accelerate academic skill development, content knowledge, and learning strategies for students performing significantly below standards in literacy and mathematics skills. In English courses, students are regularly provided with reading guides for assessments to help them identify and study the content. Within daily communication and all submitted written work, the instructional staff works with students to consistently use clear, grammatically correct

sentences, and paragraphs. Particular emphasis is also given to the steps required for successful development of a five-paragraph essay and other standards-based writing techniques. The English courses also use student focused lessons based upon an inquiry method of learning which utilizes genre based readings, discussion boards, lectures using virtual classrooms, projects, group work, and presentations.

Within the math courses numerous strategies are incorporated to assist all students, but particularly those who do not show mastery of the appropriate mathematical skills in the diagnostic assessments. Visualization is incorporated into daily instruction as the visuals enable students to see the processes of practical mathematics. Particular emphasis is given to practice and application of all basic math skills, practice is also provided on computational skills with integers and decimals within word problems. Students must show the ability to determine the proper mathematical methods to solve real world problems based on a step-by-step analysis. Based upon identified student need, an entire course was built upon the essential skills of arithmetic as they apply to algebra. Within all core subjects teachers increased efforts to integrate literacy and mathematical skills into project based activities.

For the 2009-10 school year the Math Department continued to use methods focused upon individualizing lessons and feedback for the students to promote mastery learning. The feedback included audio and recorded movies to show the student how to correct specific math problems he or she missed. The student was then given the opportunity to correct the work and resubmit. The teacher focused on topics that were most difficult for students in the first semester math courses.

Based on data gathered using eMetric, the GROW Network, and other internal assessments, the lowest performance areas for the school's 8th and 11th grade students over the last four years in reading, writing, mathematics, and science were identified. Students were given diagnostic assessments on PSSA eligible content in these content areas. The teachers and administration provided supplemental resources and instruction to every 6th, 7th, 8th, and 11th grade student. The information covered reading, writing, mathematics, and science. Students were encouraged to complete prescribed problems and were given opportunities to work with teachers in an interactive setting. There were improved scores in some areas while in three categories of math the scores declined. These scores in all targeted areas on the PSSA provides additional information that will be used by administration in preparation for the 2011 PSSA.

## **Rigorous Instructional Program - Attachments**

- Prof Dev Approval
- Teacher Induction Approval

## **English Language Learners**

Students enrolled in 21CCCS who first acquired a language other than English, come from a home where a language other than English is spoken, or speak with peers in a language other than English are eligible for English as a Second Language (ESL) services. The goal of the 21CCCS ESL Program is to ensure that all students who enroll with varying levels of Limited English Proficiency (LEP) receive comprehensive instruction to achieve academic and social independence in the regular curriculum.

## **English Language Learners - Attachments**

- ELL Report
- ELL Policy

- ELL program
- ELL-Appendix A
- ELL-Appendix B
- ELL-Appendix C
- ELL-Appendix D
- ELL-Appendix E
- ELL-Appendix F
- ELL-Appendix G

## Graduation Requirements

To successfully graduate from 21CCCS each student is required to meet the present standard for accumulated credits\*, and to achieve a level of “Proficient” or better on reading, writing, and mathematics PSSAs. Eleventh grade students who did not demonstrate proficiency on the tests will have the opportunity to retake tests during the fall of their senior year. Students who do not meet PSSA proficiency requirements are required to demonstrate proficiency on an alternate assessment.

The following information is based on the minimum requirements. Students pursuing a college education are encouraged to take additional courses.

<u>Category</u>	<u>Credit Requirements (23 total)</u>	<u>Courses</u>
English	4	English 9, 10, 11, and 12. Electives include Grammar and Composition, Business Communication, and Creative Writing
Social Studies	4	World Geography, World History, American History II, Government, Psychology, Social Studies Elective
Mathematics	4	Algebra I, Geometry, Algebra II, Pre-Calculus, Math Elective
Science	4	Earth Science, Biology, Chemistry, Physics, Physical Science, Science Elective
PE/Health	2	Includes Physical Education and Health courses
Arts & Humanities	2	Art, Music, Foreign Languages, and other Humanities
Electives	2	Many options
Graduation Requirement	.5	Career and Life Skills (traditionally taken during 11th grade)
	.5	Graduation Project (Culminating Project- traditionally taken during 12th grade)

In accordance with 22 Pa. Code § 4.24, identified special education students who satisfactorily completed a special education program developed by an Individualized Educational Program Team are granted and issued a regular high school diploma by 21CCCS.

## Special Education

21CCCS meets the educational needs of students with disabilities by providing students with the academic support(s) they need, specifically as outlined within their IEP or 504 Service

Agreement. The Special Education Department works in collaboration with the regular education teachers to make any necessary modifications and/or accommodations to the delivery or expectations of their curriculum in order for students with disabilities to be successful. Accommodations may include, but are not limited to, extended time to complete assignments, altering the length of an assignment, reducing the number of assessments, or providing alternate means of assessment. Modifications may include, but are not limited to, centering instruction on the courses' Essential Questions.

Regular education teachers are given access to the 504 Service Agreement or IEP for students with disabilities in their classes in order to ensure they are working towards the students' annual goals and are making the necessary modifications and accommodations to ensure student success.

21CCCS currently operates a direct learning support program and provides emotional support for students diagnosed as Emotionally Disturbed by contracting out psychological services to those who qualify and encouraging students to communicate with 21CCCS guidance counselors. 21CCCS will continue to contract for the following related services:

- Psychological Evaluations and Reevaluations
- Occupational Therapy Evaluation
- Speech and Language Evaluation
- Speech and Language Therapy
- Occupational Therapy
- Individual Psychological Therapy
- Physical Therapy

To ensure compliance with special education laws and determine the most appropriate instructional strategies for educating special education students, the Special Education Department at 21CCCS evaluates students to determine if they are in need of special education services, and examines IEP's of incoming and existing students to ascertain that they are written with clear, measurable, annual goals. The IEP team must determine whether to accept the IEP as written, or decide if a new IEP must be produced. The IEP team also monitors students' progress towards IEP goals through collaboration between the regular and special education teams. The special education coordinator ensures regular and special education teachers are following the student's IEP and working towards their annual goals.

## Special Education - Attachment

- 2009-2010 SPED Policies & Procedures

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Paige Morabito	.15	Gifted	21st Century Cyber Charter School	6	# of Students based on actual 12/1/2009, not reported, revised count not yet released
Dawn Kenworthy	1.0	Learning Support Teaching Assistant	21st Century Cyber Charter School	0	# of Students based on actual 12/1/2009, not reported, revised count not yet released
Carly Fives	.85	Itinerant Learning	21st Century Cyber Charter	37	# of Students based on actual 12/1/2008, not reported,

	Support	School		revised count not yet released
Rose Marsh	.15 Itinerant Learning Support	21st Century Cyber Charter School	0	# of Students based on actual 12/1/2009, not reported, revised count not yet released
Michele Williams	.15 Itinerant Learning Support	21st Century Cyber Charter School	0	# of Students based on actual 12/1/2009, not reported, revised count not yet released

## Special Education Program Profile - Chart II

### Organization FTE Type of class or support Location # of Students Other Information

N/A	0	N/A	N/A	0	N/A
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## Special Education Program Profile - Chart III

### Title Location FTE

N/A	N/A	0
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## Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
Allegheny Intermediate Unit	Psychological Evaluation	10 hours total
Capital Area Intermediate Unit	Psychological Evaluation	10 hours total
Chester County Intermediate Unit	Psychological Evaluations	60 hours total
Christopher Watson	Supervisor of Special Education	7.5 hours per week
Occupational Therapy Programs	Occupational Therapy Evaluation	1 hour total
Occupational Therapy Programs	Group Occupational Therapy	36 hours total
Therapy Source	Psychological Evaluations	106 hours total
Therapy Source	Speech Services	66 hours total

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

#### Test/Classification K 1 2 3 4 5

N/A	No	No	No	No	No
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### Student Assessment - Secondary

#### Test/Classification 6 7 8 9 10 11 12

PSSA	Yes	Yes	Yes	No	No	Yes	No
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## **Student Assessment**

The Pennsylvania System of School Assessment (PSSA) preliminary results document the 21CCCS student achievement. In 2009-10, 6th, 7th, 8th and 11th grade students were tested. The participation rate was 99.2%. In Reading, 73.1% of students demonstrated a level of Proficient or higher. In Math, 44.2% of students demonstrated a level of Proficient or higher. In 2009-10, our student achievement was supported by adding a number of new courses and interventions that focused on the students who needed additional instructional support. Using the student performance management system that was implemented during the 2007-08 school year, data was collected on math and reading which was used to drive more academic decisions for individual students.

Students take four formal assessments on their reading and mathematical skills to be used, first, as a baseline and, subsequently, during the school year in measuring their academic growth and preparation needs for the PSSA exams. During students' annual orientation, they complete a benchmark exam in both mathematics and reading. Students take additional benchmark exams at the beginning of the second, third, and fourth marking periods. The school analyzes these test scores to chart the progress of each student over the academic year in math and reading and provides remediation, as needed.

During the 2009-10 school year Study Island was used as an alternative assessment for prospective graduating seniors who had met all other graduation requirements except the PSSA requirement. Study Island is a web-based program that provides instruction, practice, and assessment in the areas of reading and mathematics. Study Island has thousands of mathematical and reading questions aligned to PA Standards and it provides a rich resource in creating an alternative assessment. These seniors were enrolled in the online course of assessment and required to reach an 80% mastery level before they could graduate.

The Administrative Review Team (ART) monitors at-risk students and is responsible for taking additional measures if parents or students are not following through on the recommendations made by the ART. The ART includes the Principal, a Guidance Counselor, the Special Education Coordinator (if appropriate), and the teachers of the student. In addition, the Student Services Manager is an adjunct member of the team. 21CCCS uses the ART as one of the procedural steps in the identification process of academically at-risk students. Possible solutions include but are not limited to; mandatory phone, virtual (via webcast) and/or on-site parent-teacher conferences (PTC) with the student and family, removal of privileges and reduction of course loads, monitored online classroom attendance, alternative course requirements. The goal of the PTC conference is to achieve a working contract agreed upon by all involved. The contract outlines the steps the student will take to succeed at 21CCCS. Truancy is often a part of the ART procedure. The course's teachers maintain the positive and supportive role in the path to student success while the ART monitors and sets requirements for the student and family.

## **Student Assessment - Attachment**

- Local Test Data

## **Teacher Evaluation**

Each professional and administrative employee is assigned to a supervisor who is responsible for evaluating the employee's job performance. The Director/CEO is responsible to assure that proper supervision and evaluation are accomplished. (Policy # 0816.01 & # 0816.03)

The administration evaluates each teacher twice during the school year using a rubric based upon The Standards for Quality Online Teaching as developed by Southern Regional Education Board and adopted by the International Association for K-12 Online Learning (iNACOL). Implementation of this tool as a means of feedback and evaluation enabled teachers to focus on specific skills and modify their teaching practice to enhance their students' online learning experience as well as their achievement. As a part of the evaluation process teachers can earn up to 12% merit pay.

Supervisors also evaluate teachers using the standard PDE evaluation to ensure all Pennsylvania teaching standards are assessed as well. A portion of the individual evaluation includes the development of and reflection upon his or her professional goals. Evaluators have educational, supervisory, special education, and cyber backgrounds so expertise is based on previous experience and ongoing training.

## **Teacher Evaluation - Attachments**

- Project Staff Evaluation
- Teacher Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The 21CCCS's Board of Trustees is made up of four area intermediate unit (IU) executive directors, eight area school district superintendents, and one parent of a 21CCCS student. The bylaws of the 21CCCS mandate the annual election of the Board of Trustee officers and members. At the 2010 election, Dr. Thomas Newcome, Superintendent of the Octorara Area SD, was re-elected Chairperson of the Board. Dr. Newcome and the four IU Executive Directors make up the Executive Committee. Dr. Joseph O'Brien, Executive Director of Chester County IU was re-elected into the Vice-Chairperson seat.

The current IU Executive Director seats are filled by; Dr. Barry Galasso at the Bucks County IU (BCIU), Dr. Joseph O'Brien at the Chester County IU (CCIU), Dr. Lawrence O'Shea at the Delaware County IU (DCIU), and Dr. Jerry Shiveley at the Montgomery County IU (MCIU).

Mr. Mark Klein, Esq. - Superintendent of the Council Rock SD and Dr. Francis Barnes - Superintendent of the Palisades SD continue to fill the Superintendent seats for Bucks County. Dr. Thomas Newcome - Superintendent of the Octorara Area SD and Dr. Raymond Fischer - Superintendent of Oxford Area SD continue to fill the Superintendent seats for Chester County. Dr. George Steinhoff - Superintendent of the Penn-Delco School District filled the vacant Delaware County Seat for the 2009-10 School Year. Dr. Gregory Thornton - Superintendent of the Chester-Upland SD held the second Delaware County seat during the 2009-10 School Year but resigned his position as Superintendent effective June 30, 2010, which also resigns him from the board. This seat will remain vacant until a replacement can be found. The Montgomery County Superintendent seats were filled by Dr. Christopher McGinley - Superintendent of Lower

Merion SD and Dr. William Kiefer - Superintendent of Cheltenham Township SD. Dr. Kiefer resigned his position as Superintendent effective June 30, 2010, which also resigns him from the board. This seat will remain vacant until a replacement can be found. The Parent seat remains filled by Mrs. Kathryn Emmel, mother of one current student and two graduates of 21CCCS.

No administration changes have occurred during the 2009-10 School Year. Jon Marsh remains the Director/CEO and Russell Gallagher remains the principal.

## Board of Trustees

Name of Trustee	Office (if any)
Dr. Barry Galasso	Bucks County IU
Dr. Joseph O'Brien, Vice-Chairperson	Chester County IU
Dr. Lawrence O'Shea	Delaware County IU
Dr. Jerry Shiveley	Montgomery County IU
Dr. Francis Barnes	Palisades SD
Mr. Mark Klein, Esq	Council Rock SD
Dr. Raymond Fischer	Oxford Area SD
Dr. Thomas Newcome, Chairperson	Octorara Area SD
Dr. Gregory Thornton	Chester-Upland SD
Mrs. Kathryn Emmel	Parent
Dr. Christopher McGinley	Lower Merion SD
Dr. William Kiefer	Cheltenham Township SD
Dr. George Steinhoff	Penn-Delco SD

## Professional Development (Governance)

Given the background, expertise, and continual training completed by the Board in their primary positions very little professional development is necessary. When a topic or concern specific to the cyber environment arises, the CEO arranges any necessary professional development to ensure the Board is adequately informed. Board members are also provided the opportunity to attend the Virtual School Symposium (VSS) held by the International Association for K-12 Online Learning.

## Coordination of the Governance and Management of the School

Due to the unique make up of the Board of Trustees for the 21CCCS, other than the parent on the board, each of the eight Superintendents and the four IU Executive Directors have a solid working relationship with PDE. The Superintendent for the school district, which sponsored the original charter, West Chester Area School District, held a seat on the Board until he resigned at the September 27, 2009 Board Meeting. He also held the seat of Vice Chairperson for three of the years he was on the board.

## Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates

## **Community and Parent Engagement**

To ensure community and parent engagement, a parent representative fills one seat on the Board of Trustees. The Minutes from board meetings are available on the school's website. The Board Meetings are all advertised in a local newspaper and on the school web site inviting the community and parents to attend. All meetings are open to the public as required by the Sunshine Act.

Each month the school organizes a monthly field trip for all students and their families. Not only is it recommended that parents attend the trips, at least one parent or guardian is required to attend the trips with their child due to supervision and transportation needs. The parent on the Board attends most of the field trips in order to interact with parents and staff.

Throughout the school year numerous open houses are held. The open houses are available to the public and are advertised on the school's website and through other varied sources.

In an effort to increase communication with students and the community at large 21CCCS created a school PTO at the start of the 2006-07 school year. The parent representative to the Board was a regular participant in the meetings during this and previous school years. Parents noted that they would like the opportunity to meet more often and in the fall of 2008 the PTO meetings were incorporated into the monthly field trips. The meetings were an opportunity for the staff to share information with the parents, for the parents to share ideas and concerns with each other, and for the group as a whole to create a stronger sense of community within the school.

The PTO generated the idea to complete a community service project in December 2006 across the commonwealth during which students participated in small groups at different locations to create blankets for homeless shelters and this idea was continued in December of 2007. During the 2008-09 school year a community service component was also added to each field trip. The service projects varied from food drives, with donations being delivered to food banks where the field trip took place, to donations of recyclables for the Ronald McDonald House charity. Those who wanted to participate but could not attend the service project participated in various projects in their own communities and shared this information with the group. While still continuing to grow the PTO will continue to meet during the 2010-11 school year to further enhance the connections between the school community and the community at large.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

There were no major fund-raising activities during the 2009-10 school year and there are none planned for the 2010-11 school year.

### **Fiscal Solvency Policies**

In order to maintain steady cash flows, school districts are billed on a regular and timely basis. Subsidy deductions, as allowed by PDE, are requested periodically during the year. The Board has approved a number of major expenditures to come out of the fund balance during the 2009-10 school year in part because some school districts have chosen not to pay on a timely basis. During the 2009-10 school year the Board designated \$565,615 to be used for the following purchases (\$70,000 for online course development, \$320,000 for the purchase of computers, \$4,639 to purchase and install furniture and \$170,976 to be used for rent and facility operation. In addition the Board approved \$250,000 to be designated to fund new initiatives that are innovative and will advance the Charter School's offerings and \$500,000 for program

stabilization should legislation pass reducing charter school tuition reimbursements. As part of the procedures put in place by the 21CCCS Board and the CCIU, purchases over \$4,000 require additional pre-approval by a CCIU Division Director, and purchases in excess of \$10,000 and any long-term lease commitments are voted on by the Board of Trustees. All purchases are approved by the Board in an Expenditure Report at each board meeting.

## **Accounting System**

The CCIU provides financial services to the 21CCCS. For the 2009-10 fiscal year, the CCIU utilized Government e-Management Solutions (GEMS) software in conjunction with the Chart of Accounts mandated by the PA LECS Comptroller's Office for budgeting, accounting, and financial reporting on behalf of the 21CCCS. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated January 12, 2010 presented by Herbein & Company Inc.

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

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

- Expenditures - Header Fixed
- Revenues - Header Fixed

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

Herbein & Company, Inc., located in Reading, PA, audited the financial statements of 21CCCS for the year-ended June 30, 2009. Auditor issued an unqualified opinion on January 12, 2010.

Audited financial statements for the year-ended June 30, 2010 are currently not available. Herbein & Company, Inc. are expected to begin fieldwork on the 2009-10 financial statement audits of both the CCIU and the 21CCCS in October 2010. A completion date for the audit cannot be provided at this time.

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

- Audit Report

## **Citations and follow-up actions for any State Audit Report**

21CCCS was last audited by the public accounting firm of Herbein & Company for the 2008-2009 school year. The audit for the 2009-2010 school year is scheduled to begin in August 2010. There were no state audit reports received for the 2009-2010 school year.

The Pennsylvania Auditor General's Office, Bureau of School Audits last audited the 21CCCS on August 20, 2007 for the years ending June 30, 2004, 2005, and 2006 and in certain areas extending beyond June 30, 2006. On November 30, 2007 Auditor General's office requested an additional Audit by the IT Division of the Auditor General's office.

"The results of our tests indicated that, in all significant respects, the 21st Century Cyber Charter School was in compliance with applicable state laws, regulations, contracts, grant requirements, and administrative procedures falling within the scope of our audit, except as noted in the following finding. We also identified internal control weaknesses as discussed in the observation."

21CCCS responded to the Department of the Auditor General's Office as required stating that both the finding and observations were addressed by the implementation of procedures that will prevent a recurrence of these issues. These procedures implemented and actions taken were reported to PDE in a Audit Response Letter to the Bureau of Budget and Fiscal Management.

\* Finding — In Violation of the Public Official and Employee Ethics Act, Certain Charter School Personnel Failed to File Statements of Financial Interests at Some Time During the Audit Period

\* Observation — Unmonitored Vendor System Access and Logical Access Control Weaknesses

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

No facility, furniture or fixtures were acquired this year.

Approximately \$329,000 was spent throughout the year with several vendors to purchase computer hardware and software. These purchases were necessary to outfit new staff, to replace obsolete equipment for both staff and students, and to provide new and updated software for students and staff. Other items approved for purchase were \$153,000 for additional online courses to enhance the learning environment. Approximately \$84,000 was spent for curriculum development his year.

### **Future Facility Plans and Other Capital Needs**

At this time there are no plans for any facility changes for the 2010-11 school year. In anticipation of increased enrollments and staff expansion in 2010, the Board has approved the purchase of additional office furniture and workstations not to exceed \$120,000 from fund balance.

During the 2009-10 school year, 21CCCS continued to lease a building located in close proximity to the CCIU facility in Downingtown, PA. 21CCCS continues to maintain work spaces at the CCIU as services will continue to be contracted by the CCIU such as Human Resources and Business Services.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

All student health and immunization records are maintained at this office under the guidance of a certified school nurse (CSN) employed by 21CCCS.

Mandated screenings are done by the CSN or the student's personal care provider.

Staff follows all required trainings, drills and schedules as directed by the Chester County Intermediate Unit.

21CCCS submitted the SHARRS report for reimbursement, and received a reimbursement for \$8,262.99 from the DOH School Health Services.

21CCCS follows the policies and procedures of the Chester County Intermediate Unit including the Wellness Policy, in place as of July 1, 2006.

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

- Report School Health Services Evidence
- Wellness Policy

### **Current School Insurance Coverage Policies and Programs**

21CCCS contracts the broker services of Willis of Pennsylvania, Inc. The Insurance Coverages and Companies are as follows:

#### **Philadelphia Indemnity Ins. Co.**

Automobile

Commercial Package

Crime

Equipment Breakdown

General Liability

Inland Marine

#### **Philadelphia Insurance Co.**

Umbrella Liability

#### **National Union Ins. Co.**

School Leaders Errors and Omissions (Including Employment Practices Liability)

#### **The Hartford Ins. Co.**

Workers Compensation and Employers' Liability

21CCCS contracts services from the Chester County Intermediate Unit (CCIU), including human resources services. 21CCCS Employees are offered the same general benefit options the CCIU employees are offered including insurance coverage. See below for insurance options and the insurance companies used:

#### **United Concordia**

Dental

**Madison**

Disability

**Assurant**

Life

**Independence Blue Cross**

Medical

**Vision Benefits of America**

Vision

**CVS Caremark**

Prescription Drug

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Insurance DEC

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

The 2009-10 school year ended with 24 full time teachers, two teaching assistants, two guidance counselors, one student support manager, one special education coordinator, one coordinator of curriculum and instruction, three full time technology help desk personnel, one registrar, one school secretary, one administrative assistant, one principal, one part-time learning coach, one part-time school nurse, one part time supervisor of special education, and the CEO. Two of the 42 staff members are from the school's first year; two are from the second year; two are from the third year; four are from the fourth year, eight are from fifth year, six are from the sixth year, six are from the seventh year, and six are from the eighth year, and six are from the current year. Administration hired five teaching staff during the 2009-10 school year. The teachers are all licensed in their subject area with Pennsylvania certificates on file at the 21CCCS Administrative Offices and at the Chester County Intermediate Unit.

This growth in staffing is concurrent with the growth of students served and was necessary to replace staff who resigned. No resignations and/or terminations occurred prior to the end of the school year. The school offers a number of incentives to retain good staff including; flexible work schedule, excellent benefits, merit pay, and extensive professional development opportunities.

A continuing challenge for the school is recruitment from other schools and school districts of our trained online staff. As online education continues to grow in popularity, and because 21CCCS has continually achieved AYP targets, the staff of 21CCCS receives this type of attention. While many of the incentives mentioned above have been cited by staff as a reason for remaining with 21CCCS, the salaries currently offered for more senior staff are not commensurate with the surrounding market. The administration was given approval by the Board to implement a multi-tiered compensation system for staff, which is currently in progress. This should increase the likelihood of retaining staff that have shown success in the online setting. As teachers continue to increase their skills in this setting they will also be able to increase their salaries and not feel the need to look at other schools for competitive earnings.

## Quality of Teaching and Other Staff - Attachments

- 2009-2010 PIMS Staff ACS
- 2009-10 PDE 414

## Student Enrollment

The admission process is designed to determine the appropriateness of an asynchronous environment for any given student as a potential cyber school candidate. 21CCCS will not discriminate in its admission or any other policies on the basis of race, color, national origin, sex, or handicap. Students enroll in 21CCCS at specific times of the year to correspond with the approved school calendar. Should the facility receive more applicants than there are available spaces, a waiting list and lottery system will be initiated.

Throughout the enrollment process, all student information is cross-referenced with multiple sources to ensure accuracy. The information provided from the student's parent/guardian is compared to information received from the student's previous school, copies of the birth certificate, and proof of residency. In addition, the home school district given by the parent is cross-checked against the home address using U.S. Census data to ensure accuracy of billing.

The enrollment process starts with an initial inquiry typically completed online which entails a brief questionnaire designed to assess the appropriateness of a cyber school for the student. Once this is completed, 21CCCS enrollment advisors contact the family by phone to discuss the school, the potential student, and the appropriateness of placement of the student in a cyber school. Following the phone conversation, the students are given access to 21CCCS's "sample lesson", an evaluative survey of the pros and cons of attending school in an asynchronous, online environment. It provides an opportunity to experience the look and feel of an online class while also allowing the student to voice his or her own opinions and thoughts to 21CCCS's enrollment advisors.

If, following the completion of the sample lesson, a family wants to enroll their child, the registrar provides access to a secure online form which uses the self-reported data to generate the enrollment paperwork. Once the form is submitted, 21CCCS prints and mails the enrollment packet to the parent or guardian for completion. Once the packet is completed and returned, along with the required documentation such as prior school transcripts or home school evaluations, the student is enrolled for the next start date, and enrollment notification forms are sent to the state and the local school district. All information is then filed securely.

In order to re-enroll the registrar mails each family a re-enrollment form, computer lease, and a current Student and Parent Handbook. Once the required forms are completed and returned, the student is re-enrolled for the following year.

Enrollment History for 2009-10:

<u>Grade</u>	<u>Initially Enrolled</u>	<u>Dropped</u>	<u>Added</u>
6th	21	3	2
7th	34	7	8
8th	63	14	10
9th	100	24	24
10th	113	28	28
11th	135	29	13
12th	152	10	2

380 students are currently re-enrolled from the 2009-10 school year for the 2010-11 school year.

21CCCS did not require any students to leave the school during the 2009-10 School Year, although 23 students were removed from active membership for reaching ten consecutive school days of no participation as required under Section 11.24 of the PA Code. No expulsions were necessary. 92 students chose to withdraw from 21CCCS during the 2009-10 school year. In exit interviews, the reasons stated most often for leaving cyber school were: student not suited to cyber environment, student desire for more social interaction, and lack of student motivation.

Enrollment Trends: Each year the school increases the number of returning students

School Year	# Returning Students
2004-05	174
2005-06	181
2006-07	263
2007-08	285
2008-09	329
2009-10	324
2010-11	380 (tentative)

This increase in returning students, particularly the dramatic increase from 2005-06 to 2006-07, is attributed to the increased number of classes developed and taught by 21CCCS teachers (versus third party classes and teachers), a focus on increasing communication with students and parents, and improvements in tracking and reporting of student progress.

## **Student Enrollment - Attachment**

- 2009-10 Transfers Out

## **Transportation**

21CCCS is an online school, and transportation is not typically required. In a prior year 21CCCS did have a student that attended an alternative school, and per the Cyber BEC 2006 it became the responsibility of 21CCCS to manage and pay for these services. The 21CCCS Special Services Coordinator managed transportation with the home district, secondary location and transportation providers.

## **Food Service Program**

21CCCS is an online school and no food services are provided. The school does, however use the requirements of the Federal Program to determine if students get a price reduction on field trips, yearbooks, cap & gown, etc.

## **Student Conduct**

The student code of conduct primarily addresses three aspects of student behavior as 21CCCS is an online school: academic integrity, school attendance, and the use of school technology. Students and families have due process procedures stated in their student handbook. Violations of the Student Handbook policies and procedures may result in disciplinary measures. If the student has an IEP, or is receiving any special education services, the Special

Services Coordinator is consulted and is involved with any team decisions. Law enforcement agencies are contacted if any student behavior violates a local, state, or federal law.

The Administrative Review Team was put in place to help with both academic integrity, academic performance, and attendance issues and to help support students who have been identified as being academically at-risk, defined as students not participating in a class, participating just enough to get by, and/or not working up to their ability. The team is composed of the Principal, a Guidance Counselor, and the Special Services Coordinator (if appropriate), and the teachers of the student. The Student Services Manager is an adjunct member of this team.

According to procedure, 21CCCS supplies Internet access accounts to students who require it and technology to each child enrolled. Students are required to use the technology and access accounts supplied by the school responsibly. 21CCCS will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted with school accounts or equipment. The Charter Board implemented an Electronic Search policy in 2007-08. Disciplinary actions will be tailored to meet specific concerns related to the violation, and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network.

During the 2009-2010 school, year three students were suspended. During the 2009-2010 school year, no students were expelled.

22 PA Code, Chapter 12, Student Services is stated in the Student and Parent Handbook. The Charter Board implemented a Freedom of Expression policy in 2007-08. The student due process procedures are listed in the Student and Parent Handbook as part of the Student Code of Conduct and follow Chapter 12 of the Public School Code.

## **Student Conduct - Attachment**

- Due Process

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The 21st Century Cyber CS within Chester County IU 24 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  
2009 - 2010 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

## Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The 21st Century Cyber CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

*Identify the charter school's Chief Executive Officer.*

**Name:** Jon D. Marsh   **Title:** Director/CEO  
**Phone:** 484-875-5454   **Fax:** 484-875-5404  
**E-mail:** jmarsh@21cccs.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Thomas Newcome   **Title:** Superintendent- Octorara Area SD  
**Phone:** 610-593-8238   **Fax:** 610-593-6425  
**E-mail:** tnewcome@octorara.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Carly Fives   **Title:** Special Services Coord.  
**Phone:** 484-875-5435   **Fax:** 484-875-5404  
**E-mail:** cfives@21cccs.org

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*Signature of the Special Education Contact Person and Date*

### Signature Page - Attachment

- Sig Page PH