
Pennsylvania Department of Education



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: Susq-Cyber CS
Address: 240 Market Street
Suite 15
Bloomsburg, PA 17815

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Susq-Cyber CS

Date of Local Chartering School Board/PDE Approval: 2/17/1998, 6/15/2003, 6/30/2008

Length of Charter: 6/24/1998 - 6/30/2013 **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:** 13 FTE

Student/Teacher Ratio: 24.38 - 1 **Student Waiting List:** 99

Attendance Rate/Percentage: 86.48%

Second Site Address, Phone Number and Site Director:

SusQ-Cyber Charter School operates from one administrative office located at 240 Market Street, Suite 15, Bloomsburg, PA 17815. The financial offices are located in the CSIU16 at 90 Lawton Lane, Milton, PA 17847 in the business annex of the CSIU and are directed by Dale Martz, Financial Administrator, (570) 523-1155 ext. 2313, who is employed by the CSIU.

Summary Data Part II

Enrollment: 317 **Per Pupil Subsidy:** Regular ed. \$8,616.21 / special ed. \$17,610.53

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	11
Hispanic:	7
White (Non-Hispanic):	298
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
41.01%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 59

Instructional Days and Hours

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

SECTION I. EXECUTIVE SUMMARY

Educational Community

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 first Charter Renewal was received in 2003. A second Charter renewal application was submitted to PDE in October 2007. The Charter Application time-frame indicates the Charter School should have a response from the Department by March 31. As of July 2008 the SCCS had not received any official notification from the Department that the Charter had been renewed or had been rejected. Absent any official notice the Charter School had continued to operate and had continued to enroll students and employ additional staff.

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 of 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 2010 the Cyber School graduated 46 students that has brought the total graduates to well over 200 students over 12 years. 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 to enter the job market. In the past two years students have gone on to attend a number of colleges and post high school programs including: the University of Arizona, Lycoming College, Clarion University, Luzerne County Community College, Florida Atlantic University, Penn State University, Messiah College, Mansfield University, Penn Tech., McCann School of Business, Waynesboro University, the National Guard and the U.S. Army.

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 district's 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 2009-2010 the Cyber School enrolled 317 different students from over 84 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 2009-2010 the Cyber School hired a Special Education Supervisor. All courses were delivered on line and courses and tutoring sessions were often conducted on line using Elluminate to provide face-to-face lessons.

Mission

The mission of the SusQ-Cyber Charter School that 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, SusQ-Cyber Charter School revised the mission and the following Mission Statement was submitted and accepted by the Department and was re-approved in the 2008 in the third SusQ-Cyber Charter School Charter Renewal:

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 average 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.

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.

This Vision Statement is in the process of being refined as the result of attendance of the CEO at NISL training. Recognizing the inadequacies of the Vision Statement the administration dedicated in-service days to redefining the vision of the Cyber School and included all staff in these discussions. The staff rewrote the vision in close collaboration with all staff and administration and the final draft was reviewed with the Board of Trustees. The revised Vision Statement will be submitted to PDE for inclusion in the charter documents.

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. Students must take 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 as the core beliefs and values of the school community and they continue as the guiding philosophy of the SusQ-Cyber Charter School:

- 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 felt 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. Content area curriculum is 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. 4Sight Testing and Study Islands were used again in 2009-2010 to assess and to remediate student progress in attaining proficiency in the academic standards.

Strengths and Challenges

The strengths of the SusQ-Cyber Charter School have been its small size and personal orientation through which students could have regular contact and dialogue with their monitors and not just be a number. In 2009-10 enrollment numbers continued to grow and students were enrolled from 84 different school districts. The Board of Trustees debated the issue of advertising for enrollment and adopted a motion for expanding previously limited advertising with specific restrictions regarding targeted geographic areas for advertising. As the school membership has spread across the state it has become imperative that more of the staff travel

across the state to work with students in tutoring, testing, and monitoring functions. The teaching staff of the Cyber School is all certified teachers and are 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 not lose the personal touch of its program as it is forced to expand in order to survive.

Each year all courses are reviewed. The primary provider of course software was selected in 2006 and has been further refined in 2009-2010 to incorporate 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 in the 2008-2009 school year including a Curriculum Coordinator, science and math teachers, a health and Physical education teacher and an additional special education teacher. A Special Education Supervisor was hired for the 2009-2010 school year. The use of Elluminate was expanded to provide face-to-face lessons and tutoring on line, and the use of graphic tablets enhanced the teaching media.

The major challenge faced by SusQ-Cyber Charter School is the academic level of the students who enroll. The performance level of many students enrolling in the Cyber School as tested by 4Sight shows a high percentage of enrollees at either the basic or below basic level of proficiency, and they require considerable remedial work. The size of the school means there are a small number of students taking the PSSA each year and each student's score has a tremendous impact. A large number of these students enroll for the first time during their 11th grade year and many of these students have not had 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 such as SSI, Child Support, Welfare, Probation, and Disability funds, that require them to be enrolled in school. 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 and/or discipline problems and for some it is 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, an additional math teacher and Curriculum Coordinator were hired with the challenge to create a program to achieve AYP. The Curriculum Coordinator took charge of the AYP / Corrective Action Plan and supervised the 4Sight and Study Island Program in 2008-2009. Closely monitoring the students especially the 11th grade PSSA candidates. This concentrated effort paid off with the 11th grade making AYP. SusQ-Cyber continued to implement 4Sight and Study Island into its educational program for the 2009-2010 school year. AYP for the 2009-2010 school has not yet been determined.

Another ongoing concern has been documenting student time on task and monitoring student computer work in a real time venue. The Cyber School Technology team has implemented a program that will enable the administration to access students' computers and to observe what lessons they are working on and to determine whether the student is on task. In addition, the technicians can now observe the students computer when they call in to report a problem and can possibly resolve the problem from the office.

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
Bonnie Wassmer	Greater Susquehanna Valley YMCA	Business Representative	Business Representative
Camille Laubach	Berwick YMCA	Business Representative	Business Representative
Christopher Mochin	SusQ-Cyber Charter School	Ed Specialist - Instructional Technology	Ed Specialist
Cynthia Schroll	SusQ-Cyber Charter School	Secondary School Teacher	Teachers
Edward Edwards	Columbia-Montour Chamber of Commerce	Community Representative	Community Representative
Gale Tuomisto	SusQ-Cyber Charter School	Secondary School Teacher	Teachers
James F. Street	SusQ-Cyber Charter School	Administrator	CEO
John Barrett	SusQ-Cyber Charter School	Ed Specialist - School Counselor	CEO
Karin Shipman	SusQ-Cyber Charter School	Special Education Representative	CEO
Kathleen Hummel	Retired from Central Susquehanna Intermediate Unit	Board Member	Board
Linda Cromley	SusQ-Cyber Charter School	Ed Specialist - School Nurse	Ed Specialist
Michelle Bingaman	parent	Parent	Teachers
Sandy Rowe	Parent	Parent	Teachers
Wendy Calarco	SusQ-Cyber Charter School	Administrator	CEO
William Allison	Berwick Area School District	Board Member	Board

Goals, Strategies and Activities

Goal: Differentiated Instruction

Description: Develop knowledge and skills to differentiate instructional strategies and assessment methods to maximize student success.

Strategy: Differentiate Instruction

Description: Differentiated instructional strategies and assessment methods should be utilized to maximize student success.

Activity: Provide training opportunities in the use of differentiated instructional strategies and techniques

Description:

Person Responsible Timeline for Implementation Resources

Wendy Calarco	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

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:

Activity: Closely monitor to ensure they are on track to graduate

Description: teacher will monitor student progress

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Counsel parents as to what they can do to help students progress.

Description: involve parents in students progress

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Counsel students who want to quit before graduating

Description: drop-out prevention efforts

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$1,000.00
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Status: Not Started — Overdue

Activity: Employ a guidance counselor and school family support staff members

Description: New staff to counsel students and assist parents

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$176,000.00
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Status: Not Started — Overdue

Activity: Encourage any student who did not graduate to remain in school for fifth year. (in use by: Charter Annual Report)

Description: continue students until graduated

Person Responsible Timeline for Implementation Resources

John Barrett	Start: 7/1/2008 Finish: 6/30/2009	\$1,000.00
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Status: Not Started — Overdue

Activity: Participate in a consortium to purchase Study Island for use in PSSA test preparation.

Description:

Person Responsible Timeline for Implementation Resources

Karin Shipman	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Regularly meet as a staff to review each student and their progress toward graduation.

Description: Continual review of student progress

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: Utilize community resources

Person Responsible Timeline for Implementation Resources

John Barrett	Start: 7/1/2008	\$1,000.00
	Finish: 6/30/2009	

Status: Not Started — Overdue

Goal: Increasing Connection Speeds from students homes

Description: Students will be able to access their courses and curriculum best with a high speed Internet connection.

Strategy: Students are encouraged to obtain DSL or cable as their Internet provider.

Description:

Activity: A reimbursement program is in place to cover the cost of Internet access for the families.

Description: SusQ-Cyber Charter School reimburses families for the following costs: Dial-up service- up to \$19.99 per month DSL service- \$40.00 per month Cable service- \$40.00 per month Satellite service-\$75.00 per month

Person Responsible Timeline for Implementation Resources

Christopher Mochin	Start: 9/1/2008	\$45,000.00
	Finish: 6/9/2009	

Status: Not Started — Overdue

Activity: The Technology Specialist works with the families to identify providers that work well with the courseware.

Description: Parents often have difficulty finding providers of high speed internet service in their area.

Person Responsible Timeline for Implementation Resources

Christopher Mochin	Start: 7/1/2008	-
	Finish: 6/30/2009	

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Implement 4Sight testing throughout school year

Description: The 4Sight math test will be delivered to students in grades 9-11 four times per school year. It will be given to non-proficient seniors once, prior to the PSSA re-test in October.

Activity: 4Sight training

Description: Provide training to staff on how to interpret and utilize data yielded from 4Sight tests to improve student academic success.

Person Responsible	Timeline for Implementation	Resources
Wendy Calarco	Start: 8/31/2009 Finish: 2/4/2010	\$1,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
SusQ-Cyber Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge reading and interpreting data.	The 4Sight series of tests is research based and is advocated by PDE as an example of best practice for PSSA preparation.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics • History

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey

Status: Not Started — Overdue

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

Description:

Activity: 4Sight training

Description: Provide training to staff on how to interpret and utilize data yielded from 4Sight tests to improve student academic success.

Person Responsible	Timeline for Implementation	Resources
Wendy Calarco	Start: 8/31/2009 Finish: 2/4/2010	\$1,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
SusQ-Cyber Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain knowledge reading and interpreting data.	The 4Sight series of tests is research based and is advocated by PDE as an example of best practice for PSSA preparation.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan

strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics • History

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey

Status: Not Started — Overdue

Activity: Administer the 4Sight Assessment to the students to assess their abilities.

Description: Assess student performance

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2008 Finish: 4/30/2009	\$5,000.00
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Status: Not Started — Overdue

Activity: Employ additional math teacher if needed

Description: Additional staff

Person Responsible Timeline for Implementation Resources

Karin Shipman	Start: 7/1/2008 Finish: 6/30/2009	\$55,000.00
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Status: Not Started — Overdue

Activity: Enroll students in the Standards Based Math course as a PSSA Prep course.

Description: Utilize remedial courses

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Participate in a consortium to purchase Study Island for use in PSSA test preparation.

Description: Participate in a consortium with IU 16. This will be funded with Act 183 grant.

Person Responsible Timeline for Implementation Resources

Karin Shipman	Start: 9/1/2007 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Provide training in the use of graphing calculators.

Description: Improve student skills

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide tutoring in Algebraic concepts.

Description: emphasis on needed skills

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Teachers will use Elluminate and whiteboard technologies for direct instruction.

Description: Teachers will use Elluminate and whiteboard technologies for synchronous instruction for all students.

Person Responsible Timeline for Implementation Resources

Karin Shipman	Start: 9/2/2007	\$58,800.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Study Island

Description:

Activity: Integrate Study Island program in all math classes 9-12

Description: Teachers will work under the direction of the Curriculum Coordinator to modify current curriculum to include the integration of Study Island lessons.

Person Responsible Timeline for Implementation Resources

Wendy Calarco	Start: 7/1/2008 Finish: 6/30/2010	\$3,000.00
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Status: Not Started — Overdue

Activity: Study Island training

Description: Provide Study Island training to teaching all teaching staff so that it may be most effectively utilized by staff. There is no cost for this training.

Person Responsible	Timeline for Implementation	Resources
Wendy Calarco	Start: 8/31/2009 Finish: 8/31/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	20
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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SusQ-Cyber Charter School	• Intermediate Unit	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain an understanding of the benchmarks used in Study Island to reinforce the standards and anchors which pertain to their content areas.

Study Island is a research-based program advocated by PDE.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on

research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics • History

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy |
|---|--|

- content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
- and standards, classroom environment, instructional delivery and professionalism.
 - Student PSSA data
 - Standardized student assessment data other than the PSSA
 - Classroom student assessment data
 - Participant survey

Status: Not Started — Overdue

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Implement 4Sight testing throughout school year

Description: The 4Sight math test will be delivered to students in grades 9-11 four times per school year. It will be given to non-proficient seniors once, prior to the PSSA re-test in October.

Activity: 4Sight training

Description: Provide training to staff on how to interpret and utilize data yielded from 4Sight tests to improve student academic success.

Person Responsible	Timeline for Implementation	Resources
Wendy Calarco	Start: 8/31/2009 Finish: 2/4/2010	\$1,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

1.00	9	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

SusQ-Cyber Charter School	<ul style="list-style-type: none"> School Entity 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain knowledge reading and interpreting data.	The 4Sight series of tests is research based and is advocated by PDE as an example of best practice for PSSA preparation.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- School counselors
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Mathematics
- History

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Student PSSA data • Participant survey |
|---|---|

Status: Not Started — Overdue

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

Description:

Activity: Administered assessment to students in September to assess their abilities.

Description: Assess student progress

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Create a remedial course to assist students in attaining proficiency

Description: Remediate student achievement levels

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Participate in a consortium to purchase Study Island for use in PSSA preparation.

Description: Study Island will be paid for by the CSIU- funded by Act 183 grant.

Person Responsible Timeline for Implementation Resources

Karin Shipman	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Prescribe remedial work based on the results of the assessment.

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Teachers will use Elluminate and whiteboard technologies for direct instruction.

Description: Teachers and staff use Elluminate and whiteboard technologies for direct instruction, staff meetings, etc.

Person Responsible Timeline for Implementation Resources

Karin Shipman	Start: 1/1/2007	\$58,800.00
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Finish: Ongoing

Status: Not Started — Overdue

Strategy: Study Island

Description:

Activity: Integrate Study Island program in all English classes 9-12

Description: Teachers will work under the direction of the Curriculum Coordinator to modify current curriculum to include the integration of Study Island lessons.

Person Responsible Timeline for Implementation Resources

Wendy Calarco	Start: 7/2/2009 Finish: Ongoing	\$3,000.00
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Status: Not Started — Overdue

Activity: Study Island training

Description: Provide Study Island training to teaching all teaching staff so that it may be most effectively utilized by staff. There is no cost for this training.

Person Responsible	Timeline for Implementation	Resources
Wendy Calarco	Start: 8/31/2009 Finish: 8/31/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	20
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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SusQ-Cyber Charter School	• Intermediate Unit	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain an understanding of the	Study Island is a research-based program advocated	<i>For classroom teachers, school counselors and education specialists:</i>
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benchmarks used in Study by PDE. Island to reinforce the standards and anchors which pertain to their content areas.

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology

- Mathematics
- History

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

Status: Not Started — Overdue

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:

Activity: Contact students regarding test times and dates

Description: Make students aware of expectations

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2007 -

Finish: Ongoing

Status: Not Started — Overdue

Activity: Mail, phone and email students and parents regarding the test

Description: Utilize varied contact methods

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Phone calls are made to homes of students who are absent on test days

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Upgrade administrative computers.

Description: Upgrade staff computers to latest operating system which corresponds with the students computers.

Strategy: Staff computers will receive upgrades, annually or as needed.

Description: 21 New Apple iMac desktop computers were purchased for staff members for the 2009 school year.

Activity: Staff computers are tied in to the network, where the Technology Specialist can implement upgrades remotely.

Description: Two new Apple servers were purchased to handle a VPN that will allow students to log in to the SusQ-Cyber Charter School system. The Technology Department will be able to fix or repair issues remotely.

Person Responsible Timeline for Implementation Resources

Christopher Mochin	Start: 9/1/2009	\$12,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Upgrade student loaned computers.

Description: Student equipment needs to be upgraded with new software/programs. They also need to be replaced based on damages and outdated technologies.

Strategy: Computers purchased in the last 3 years will receive annual updates.

Description: All computers over 3 years old will be upgraded from Tiger OSX to Leopard OSX for the 2009 school year.

Activity: Computers are upgraded with new software, additional memory, and plugins as determined necessary by current curriculum.

Description: Computers will be upgraded as needed.

Person Responsible Timeline for Implementation Resources

Christopher Mochin	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Computers returned with damages will be assessed to determine the feasibility of repairs.

Description:

Activity: Computers are removed from inventory, if they are not repairable.

Description: Any computers not fit for use will be removed from service for consideration of repair. If the computers are deemed not fit for use, they will be permanently removed from service.

Person Responsible Timeline for Implementation Resources

Christopher Mochin	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Repairs are performed in house if possible.

Description: Our Technology Department Service Technician has recently become Apple Repair Certified. All repairs will be performed in house, when applicable.

Person Responsible Timeline for Implementation Resources

Christopher Mochin	Start: 9/1/2009	\$5,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Repairs are sent out for machines under warranty.

Description: Repairs are only sent out when they cannot be fixed in house.

Person Responsible Timeline for Implementation Resources

Christopher Mochin	Start: 1/1/2007	\$2,258.00
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance 2009-2010

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 a 22.5 credit program which requires 4 credits in each of the major subject areas as well as 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. The University of Missouri courses are aligned to the Standards. SusQ-Cyber has also developed its own courses which were built upon the Standards. The newest and most used 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 teachers use an online program which simulates lab experiments for chemistry, biology and physical science courses.

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. 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.

The certified SusQ-Cyber School teaching staff provide in-depth, inquiry-based instruction which mirrors that offered in traditional high schools. 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 constructed essay responses 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 enhanced study sections. Teachers contact students directly through the web to recommend additional study or additional activities, as well as remedial exercises. Elluminate 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 at the point of enrollment. 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 4Sight Assessment to determine their levels of performance and to prescribe remedial work. 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. An online study skills program was developed by a social studies teacher to help students learn necessary study skills. 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 limitations embedded into some courses that require certain time frames to be observed. This restricts the student from completing finals before activities and mid terms are completed. Study Island has also been implemented for the past two years. Both the math and the English departments have used this program to increase student skill levels, and target student deficiencies in math and reading.

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 traditional 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 first course of study. From there, students direct their own learning and each must take responsibility for setting personal goals for the class work they will accomplish. Students also determine when they will be ready to take their evaluations. Teachers continue to use synchronous instruction which requires students to access seminars and course lessons at specific times. These programs are presented using Elluminate and provide two-way dialogue. The use of writing tablets gives teachers the ability to critique writing in real time or for the math teacher to show the solution to a problem as it is being done.

In 2009 the SusQ-Cyber School 11th grade students achieved AYP.

Updated copies of the currently approved Teacher Induction Plan and The Professional Education Plan are attached.

Rigorous Instructional Program - Attachments

- Induction Plan approval
- Professional Education Plan Approval

English Language Learners

The SusQ-Cyber Charter School had two ELL student in 2009-2010. Prior to this year, SusQ-Cyber Charter School has only had two ELL student enrolled. Since 2001 all enrolling students have 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 certified staff person is employed to serve the ELL students. The Cyber School Board of Trustees adopted an English as a Second Language Policy in 2003. If a student on the home language survey completed during the enrollment session indicates the student qualifies as a PHLOTES, a Woodcock-Munoz is administered and if it shows eligibility then the student is enrolled in ELL support activities. 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.

While enrollment of LEP students has been erratic because SusQ-Cyber Charter School has an ELL program in place, the program has been ready for operation, SusQ was able to implement supports for the students. The LEP teacher successfully completed an ESL Program Specialist Certification Program and continues to attend LEP programs from the PDE. This teacher monitors the students to determine if there is any need to test students to screen for ELL qualified students. The LEP teacher conducts lessons online in the native language with translations through the computer. Online tutoring is a big part of this program.

The LEP annual data is created online and verification and signature pages are faxed/mailed to PDE with an Accuracy Certification Statement for the PIMS Report being submitted.

English Language Learners - Attachment

- 2009-2010 LEP ACS

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 and monitored by two certified teachers. 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 uses the 4Sight testing program to track proficiency. 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. Tutoring sessions are available to students. This allows staff to address student deficiencies in math and reading, and to assist in attaining proficiency.

The Board of Trustees policy specifies the following graduation requirements. Student must earn a total of 22.5 credits. All core areas of Math, English, Science and Social Studies require 4 credits each. Electives must include 2 credits in the arts and the humanities plus 2.5 additional credits. Health and Physical Education remains at 1.5 credits and .5 credit for the graduation project course for a total of 22.5 credits.

All students who graduate must achieve proficiency on the PSSA, the 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.

The guidance counselor has developed a more defined program of student counseling and monitoring student progress. The curriculum Supervisor took responsibility for administering the PSSA testing and has primary responsibility for student performance and AYP activities. She monitors the 4Sight testing and Study Islands and provides the curricular basis to the PSSA testing. A Special Education Supervisor was hired in August 2009.

Special Education

In 2008-2009 the SusQ-Cyber Charter School closed out the compliance monitoring which had been started in the 2007-2008 school year. A letter was received from John Tommasini dated April 20, 2009 that noted the corrections in the cited areas as of April 6, 2009. The Cyber School Board has approved special education policies for Independent Educational Evaluations, and Surrogate Parents.

In 2009-2010 the SusQ-Cyber Charter School employed two full-time special education teachers. The Special Education Supervisor position that had been a vacancy for which the cyber school has advertised throughout the school year. The Special Education department has been overseen by the Assistant to the CEO. A certified Special Education Supervisor was hired in August 2009.

No criteria is used for admission which would preclude special needs students from enrolling. During the 2009-2010, the December Penn Data report showed 59 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 Safeguards Notice. Based on the changes in forms, if a parent requests an evaluation because they believe there is a need, the Permission to Evaluate - Evaluation Request Form is sent, followed up with the Permission to Evaluate - Consent Form. 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 - Attachments

- # Special Education Policies & Procedures
- Parent Special Ed Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Garrett Bloom	1	learning support	SusQ-Cyber C.S.	36	Special Ed Resource K-12
Paula Onisick	1	learning support	SusQ-Cyber C.S.	36	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
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Special Education Secretary SusQ-Cyber Charter School .50
 Special Education Supervisor SusQ-Cyber Charter School 1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Central Susquehanna Intermediate Unit 16	School psychologist, Speech therapist, Occupational Therapist, Physical Therapist, Social Worker	Contracted as needed from IU 16
Susan Tassin	School Psychologist	Independent contractor as needed

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
4Sight Assessments in Math and Reading	No	No	No	Yes	Yes	Yes	Yes
Standard Based Math Assessments	No	No	No	No	No	Yes	Yes
Essentials of Language Arts	No	No	No	No	No	Yes	Yes
Essentials of Math	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 remain in the 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 in 2007 was 25% which in a tested group of 24 students had a very statistically significant impact. In 2008 that number had dropped to a more reasonable 16%. The percentage of special education students tested for 2008-09 school year was 17%. The importance of participation has made participation by 100% of the students a major goal. With a small student test population attainment of the 95% participation rate can be difficult if more than one student is absent from the test. The Cyber School also improved its graduation rates for both the 2008-2009 and the 2009-2010 school years. The biggest area of concern is first the math scores and then the reading scores. The need to make the mark in achieving these

scores is the foremost goal of the Cyber School. The math teacher hired in 2005-2006 to specifically address the deficiencies in math scores made an impact. Graphing calculators, algebra assessment materials, and a math consultant helped raise the math scores. Tutoring and special instruction is also provided. There was a significant increase in the PSSA scores in math with more students scoring proficient and advanced than in previous years. An additional Math teacher has been hired as well as an additional English teacher. Overall from 2005 to 2008 there has been a steady increase in the number of students who have scored in the proficient and advanced categories even if an insufficient number to make PPI or Safe Harbor in 2008. The problem remains to raise those students in the lower categories. In 2007-2008 SusQ-Cyber missed making AYP by 4.3 points in the Math PPI. AYP in reading was achieved with the Confidence Interval calculation. One or two more students scoring proficient or advanced could have changed these results because of the small number of scores involved in the calculations. Only 16 students were included in the AYP calculation. Of the 16 who were included in AYP, five were proficient or advanced in math and 11 were proficient or advanced in reading. In 2008 the number of students scoring proficient and advanced in reading was higher than in 2007 and the number scoring basic and below was significantly lower than in 2007. However, the number of students scoring below basic was significantly higher than in 2006. In math the number scoring basic and below was lower than in 2007 while the proficient and advanced slipped.

The PSSA data from 2008-09 indicates that SusQ-Cyber has made AYP in all 7 of the reporting categories, and has therefore moved from Corrective Action II to "Making progress." A total of 48 students were tested; however, only 19 students were included in the AYP calculation. AYP for both Math and Reading was made with the application of the Confidence Interval. The Graduation Rate also showed improvement.

The PSSA Math scores for 2008-09 almost doubled. 48 students overall were tested in Math. 18.8% of the students tested were proficient or advanced for 2007-2008 AYP calculations. That percentage rose to 36.8% for students tested for the 2008-2009 AYP calculations. 7 of the 19 students counting toward AYP were proficient or advanced in Math accounting for a proficiency percentage of 36.8. AYP was also achieved in Reading for 2008-2009 using the Confidence Interval and Safe Harbor. 48 students overall were tested in Reading. 9 out of 19 students counting toward AYP were proficient or advanced in Reading accounting for a proficiency percentage of 47.4.

A major factor in the PSSA scores is the low numbers of students included in the results. The number of 11th grade students tested in 2008 was 36. The number scored and counted for AYP was 16 students. The 20 other students that took the PSSA were scored but because they enrolled after October 2007 their scores were not counted. Of these students whose scores were not counted were 11 advanced or proficient in Reading and 5 proficient or advanced in Math. Another factor is the longevity of students in the school. Of the thirty six who took the test 11 are no longer enrolled. Obviously turn over is a major problem in maintaining uniformity. All 36 of the students who took the test were enrolled less than 20 months. Twenty were enrolled after October 2, 2007. An additional twelve were enrolled after Oct 2, 2006. Only 1 student was enrolled prior to 2006. Only 4 students that were scored in 2008 were students enrolled longer than 18 months and one of these is no longer enrolled.

Locally administered individual assessment tests are used as another measure of student proficiency as is being done in the resident districts. The 4Sight administered tests are used to establish a baseline of proficiency to measure the progress of a student and measure whether his/her 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. If they enroll during the summer and before October 1st 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. The PSSA for 11th grade requires a general knowledge of Algebra II and Geometry in order to attain a proficiency.

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 receive a schedule 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 per 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 receive 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 due to a lack of ability or a lack of effort. If the student is placed in the course and is not able to do that level of work then differentiated instructional practices are incorporated into the course so that it may be better adapted to meet the needs of the student. If the evidence reveals 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. It may be that a Cyber School is not the appropriate placement for the student. When this is determined, the parent and student are counseled regarding this.

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. Teachers and tutors do not go to students' homes except in very rare situations. These visits are approved by the CEO and only with full parent participation. This situation may require two staff members to be in attendance.

Substantiation of the effectiveness of this process is the increases in success of students and the steady increase in the graduation rate. SusQ-Cyber successfully achieved its graduation rate goal to make AYP for 2008 and 2009. This year 46 students graduated. A number of those who did not complete the requirements of the senior year are being retained to finish in January or June of 2011. 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 staff.

Student Assessment - Attachment

- Local Test Data 2009-2010

Teacher Evaluation

- a) 1. Instructional I staff members are evaluated at least twice a year using PDE 426 form.
2. Staff member and Chief Administrative Officer meet to discuss the CEO's evaluation of the staff member focusing on the evaluation checklist as well as anecdotal evidence regarding the staff member's performance. Supervisors provide input from their observations.
3. Instructional II staff members are evaluated at least once a year using a narrative evaluation and the PDE 5501 Professional Employee Rating Form.
4. Staff members and CEO meet to discuss the narrative and the PDE 5501.
5. Staff members sign the Rating Form and may make comments to be attached if the staff member disagrees with the rating.
6. Recommendations for staff development activities are included and discussed at the conferences,

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 staff, including its contents and implications. This provides assurance that the evaluator and the staff have an understanding of expectations.

Teacher Evaluation - Attachment

- 2009 Description of Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the Annual Reorganization Meeting in September 2009, the Board of Trustees re-elected officers for the 2009-2010 school year as directed by the Bylaws. Mr. John Zerance was elected President, William Allison was elected Vice President. Ms. Kathleen Hummel was re-elected Secretary. Mr. Edward Sowul was re-elected Treasurer. Ms. Karen Maurer resigned from the Board citing family needs. This left a vacancy on the Board that has not been filled despite the Board advertising for applicants. 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. This will be done with the new enrollees.

Due to the sudden illness and hospitalization of the CEO in March the Assistant to the CEO was named Acting CEO during his absences. The CEO returned to work in late May and re-assumed his role as CEO. There are discussions being held regarding the administrative positions in the Cyber School for next year but they will not be resolved until the July 27 Board Meeting

Board of Trustees

Name of Trustee	Office (if any)
Mr. John Zerance	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
Mr. Earl Cunningham	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 year the CEO makes presentations at the Board meetings regarding the Ethics Law reporting. Board members are invited and encouraged to attend conferences and workshops. The Board discuss future planning at one meeting a year or calls a special meeting or two each year for this discussion. The CEO provides in-service information to the board members. The Cyber School has a policy regarding the reimbursement of Board Members for mileage expenses they incur in attending pre-approved meetings, conferences, and workshops as a way to take off any financial burden from Board members to encourage their attendance at in-service activities. The Board also belongs to The Pennsylvania Coalition of Public Charter Schools. The PCPCS is a source of information and potential training for board members. Each year board members are encouraged to attend the PCPCS/PDE sponsored annual conference and some have done so 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.

Coordination of the Governance and Management of the School - Attachment

- 2009-2010 Board Meeting Calendar

Community and Parent Engagement

The SusQ-Cyber Charter School Board of Trustees seeks parental involvement in school activities and especially participation on committees and membership on 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 than are desired. This is much the same as in the high schools of the area.

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 being delivered. This person also administered PSSA tests and mid terms and finals at distant locations across the state. Unfortunately, the person in this position became ill early in the 2009-2010 school year and was forced to resign. We have not replaced this position but instead we have hired a student testing monitor who goes out in the community to administer course tests to our students.

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 and keep this educational option available.

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's signatures on all checks; board designee approval of purchase orders; board approval of all leases and contracts. A policy has developed that provides a mechanism for paying bills between Board meetings and a new more detailed reporting format for budget expenditures. In 2009-10 the Board created a fund to address the issue of increasing retirement contributions and established a fund that will set aside funds to meet this escalating cost. This Spring the actuarial Firm of Conrad Siegel performed a GASB 45 Post Employment Benefit Plan Actuarial Valuation as of July 1, 2009, for the Cyber School for the purpose of GASB 45 Reporting.

Accounting System

All financial records are maintained following the PA State Chart of Accounts using Quick Books. The data is 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. GASB 45 is also followed and an analysis report was performed this year by Conrad Seigel Actuaries who reviewed the accounting procedures for GASB 45. This analysis was at no cost to the Cyber School since SusQ-Cyber is part of the Health and Welfare Trust which paid the cost of this survey.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Expenditures July 2010

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 2008-2009 school year. The audit of the 2009-2010 school year has been awarded to the same firm by the Board of Trustees. The Audit is conducted using the GASB 34. They perform an exceptionally thorough audit. The 2008-2009 Audit Summary Report is attached since the 2009-2010 Audit Summary has not been completed and submitted to the Board of Trustees. The 2009-2010 audit is just being started and can not be completed until the Annual Financial Report is completed. The audit requires that the financial records for 2009-2010 be complete. The AFR which is not due until October 15, 2010 is an integral part of the audit. Charter schools and school districts will not receive their 2009-2010 Audit reports until late November or early December 2010.

Therefore, the latest available audit report for the 2008-2009 school year is attached according to the stated directions. The 2009-2010 audit report will be submitted as soon as received by the Board which in the past has been mid November. The audit report contains no findings or exceptions.

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

- Local Audit Report

Citations and follow-up actions for any State Audit Report

The Cyber School is currently being Audited in June and July 2010. In the 2008-2009 school year, the SusQ-Cyber Charter School received the audit report from the State Auditor General's Office regarding the 2006-2007 audit conducted by the State Auditor General's Office. While the SCCS finally received the final statement of the results of the audit the Cyber School had reported in the 2006-2007 Annual Report about the exit conference held January 16, 2007 and the auditors findings and observations and the management response that was discussed at that conference.

The only finding reported in the final audit report was the finding that three board members in 2004 had not completed a financial interest statement that year.

PERFORMANCE AUDIT REPORT RESPONSE

Auditor General's Performance Audit

Fiscal Years Ending June 2006, 2005, and 2004

Finding — In violation of the Public Official and Employee Ethics Act, A Total of Three of Nine Board Members Failed to File Their Statements of Financial Interests for the 2004 Reporting Year.

The Board of Trustees concurs with this finding and agrees with the Management Response to the finding. The Management immediately informed the Board of the finding when the audit was in progress and had taken steps to correct the error and prevent a reoccurrence. The Management did not try to insert the missing Ethics Reports after the fact and made sure all the Financial Interest Statements were on file for 2005 and thereafter. The CEO conducted an information session for Board Members to review the Ethics Law. The CEO attended a Conference at which a representative of the Ethics Commission clarified the Ethics Law and the requirements for filing of Financial Interest Statements.

The CEO has made the filing of Financial Interest Statements an item on board agendas and issues reminders to board members beginning as soon as the forms are available in January. A tally of members who have submitted the Financial Interest Statements is kept and any members missing statements are reminded monthly. The CEO will, prior to the May 1 deadline, continue to monitor the reports as they are submitted to determine if any are missing. Board members will be responsible to ensure that their Statement is complete and that all information is correctly reported.

The Cyber School has put this checklist in place to prevent any reoccurrence of this error. It is the commitment of the Cyber School that all Financial Interest Statements will be submitted prior to the May 1, deadline each year. Any new board members will immediately be given blank forms to complete when they join the Board. Likewise, administration, supervisors, and solicitors are required to complete Financial Interest Statements.

Since the Performance Audit Report was issued, the Ethics Commission received a copy of the Performance Audit Report including the Finding and performed a separate audit of the Financial Interest Statements filed for the years 2004 through 2007. All Financial Interest Statements for these years were present in the files and were submitted to the Ethics Commission for review. Unlike the Auditor General's Performance Audit, the Ethics Commission audit reviewed each Financial Interest Statement for content rather than just whether they were filed. The Ethics Commission auditors found some errors in the way some information had been reported on the Financial Interest Statements. For example, some boxes that were to be checked if there was no information to report had not been checked on some forms and there were other errors noted. The school officials were notified of these errors and were given the opportunity to correct these errors and submit new forms. This included individuals who were no longer members of the Board of Trustees who had been contacted by the Ethics Commission. The Board members learned a great deal from this Ethics Commission Audit regarding the fine details of filling out the forms that in some cases might not have been clearly understood. The Ethics Commission has not requested any further input from the Trustees nor has any further disposition of the audit been issued.

At the SusQ-Cyber Charter School Board of Trustees Meeting on January 27, 2009 the Board of Trustees reviewed the Performance Audit Report noting the one Finding that had been mailed to each board member's home by the Auditor General's Office. The Board discussed the Finding. The Board was very familiar with the Finding due to the presentation by the CEO during the Audit and the Management Response to the Audit Finding that they had received in 2007 after the

Audit Exit interview. The Ethics Commission Audit had recently brought the Finding back to their attention. The Board approved this response to the Auditor General's Performance Audit Report with the following motion.

Required Board Response to the State Audit Report

Approve the Response to the Auditor General's Performance Audit Report for Fiscal Years Ending June 30, 2004, 2005, 2006.

As required by PDE a response to the State Audit Report's findings must be generated by the Board and submitted to the Department of Education. The Finding the Auditor General cited in the report was the lack of three required Financial Interest Statements from three Board Members in 2004. That failure was a violation of the Ethics Law. The Board discussed this finding at the time of the audit and reviewed the management's response to the audit finding. At the January meeting the Board reviewed the Finding and the Response by the Management and Board. The Board reviewed of the Plan of Action established by the CEO to prevent a reoccurrence of the error. Therefore, the Board certifies this Response to the Performance Audit as the corrective action taken by the Board and authorizes the CEO to submit this Report to PDE.

Motion: Edward Sowul

Second: Donald Baumgartner

Roll call: Allison aye X nay __ abstain __ absent __ D. Baumgartner aye X nay __ abstain __ absent __ M. Baumgartner aye X nay __ abstain __ absent __ Bohinski aye X nay __ abstain __ absent __ Cunningham aye X nay __ abstain __ absent __ Hummel aye X nay __ abstain __ absent __ Maurer aye __ nay __ abstain __ absent X Sowul aye X nay __ abstain __ absent __ Zerance aye __ nay __ abstain __ absent X

Result: 7 ayes 2 absent motion passed

Attest: Chief Executive Officer, James Street _____ Date _____

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2009-2010 the SusQ-Cyber Charter added office equipment (file cabinets, book cases, desks) to accommodate any additional staff needs during the school year. Additional student laptops and printers were purchased. Staff computers were purchased. All excess laptops and computer equipment were advertised for sale on Penn Link and funds obtained by the sale of this equipment went back into the general fund to offset needed expenditures. The Board budgetted for these acquisitions and authorized their purchase. Office equipment was purchased if needed to replace inadequate equipment. Servers were replaced with expanded capacity.

All staff were relocated to the Bloomsburg Regional Technology Center for the 2009-2010 school year. This increased the number of rooms in that facility to 8. Due to this transition, additional furniture, and phones have been added. The teacher office space at the CSIU has been closed, however the business office still operates out of the CSIU Annex at 90 Lawton Lane Milton, PA 17847.

Future Facility Plans and Other Capital Needs

The Administrative offices of the SusQ-Cyber Charter School are located at 240 Market Street, Suite 15, Bloomsburg, PA 17815. The auxiliary offices at the CSIU have been closed, in order to bring all staff under one roof. This provides better supervision, collaboration, and stewardship of cyber school funds. This move at consolidation resulted in significant savings in facility rental fees cutting the costs for 2009-2010 by one third. It also allows for expansion and growth. The business office of the SusQ-Cyber Charter School remains at the CSIU. The Bloomsburg location contains 4505 square feet of space. Because there was additional office space available at the Bloomsburg location it was possible for the Cyber school to add additional rooms during the year to accommodate staff. While parking had been a costly problem at the start of the year, it resolved itself as the Columbia Alliance made additional assigned parking spots available to the Cyber School. The SusQ-Cyber Charter School does obtain 4 parking space permits in the nearby municipal lots to provide parking for the extra staff.

It is not planned to add any additional office space at this time. However, if there are additional needs there are rooms available in this facility that can be leased. The decision to move to a larger facility where parking issues can be alleviated plus proximity to Interstate 80 exit is being considered. Preliminary investigations of available properties were conducted in 2009 but none proved adequate or desirable.

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 Columbia Alliance for Economic Growth, Inc. They provided all compliance with health and safety regulations at the local and state level. The Columbia Alliance who operates the Bloomsburg Regional Technology Center, holds all inspections and general permits. Drills are conducted through the Columbia Alliance and Emergency Plans are operated by the Alliance. The school nurse maintains all student health records and immunization records in locked files. The Annual School Health Report is completed as part of SHARRS, an electronic reporting system. The school nurse prepares her section of the report, the Business Management input the financial information to the Report, the CEO completes and submits the Report to the PA Dept. of Health.

The 2009-2010 Annual School Health Report is due September 30, 2010. However to include it in the Annual Report it was submitted July 27, 2010. The reimbursement will be received after the report is reviewed. The Commonwealth of Pennsylvania School Immunization Report is due October 15 each year. This report requires information on Kindergarten enrollment and seventh grade enrollment. SusQ-Cyber has no kindergarten or seventh grade enrollment. Because this is a Cyber School it does not have bus evacuation drills, and fire drills and emergency evacuation drills are conducted for the staff. An automatic external defibrillator (AED) is located in the staff work room. The school nurse conducted in-service training and re-certification of all staff in CPR, the use of the AED, and first aid training in June 18 and 19, 2009 and repeated certification training in June 2010.

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 enacted a Wellness Policy that addresses the areas of nutrition and utilizes 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 body mass assessments. She counsels students about nutrition and makes referrals to the family or to the school physician. She also monitors the 11th grade

The Board of Trustees then passed a resolution to once again petition the Central Susquehanna Health and Welfare Trust to permit SusQ-Cyber to join the Trust as a full member and to purchase the insurances without a middle man. The Trust had previously voted down SCCS membership on several occasions fearing the few members could harm their experience factor. This time with a membership of over 20 SCCS staff the Trust members voted to accept SCCS as a full regular member and the SCCS now will save over \$4,000 per year on the 2% fee previously paid to Berwick. The transition to the new plan was seamless and was completed for July 1, 2009.

The Board of Trustees also provides \$50,000 in term life insurance for all full-time employees. The provider of this coverage is Harleysville Insurance. Each employee also has a short term disability policy

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Accord JULY 2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The SusQ-Cyber Charter School teaching staff is 100% certified teachers most of whom are experienced educators. Staff turnover is not a problem for the Cyber School as any changes in staff have been mostly due to the creation of new positions or the growth of the school. In 2009-2010 the Cyber School added a Special Education Supervisor. For 2010-2011 the Cyber school is in the process of adding an additional special ed teacher. 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.

Total Number of Personnel 2009-10 ---- 19

Returned from Previous School Year ---- 19

Were with the School for Entire School Year ----18

New Hires During Year ---- 1

Projected Staff for 2010-2011 including new hires ----21

This count does not include secretarial, administrative assistants, and computer technicians which would add 6 more staff.

1 staff member passed away during the year.

Quality of Teaching and Other Staff - Attachments

- PDE 414 Verification Form 09-10
- 2009-2010 Staff ACS
- 2009-2010 HQT/Course Enrollment ACS

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 website 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 the student attend an orientation session on line to familiarize them with the operation of the computers and all the programs including the attendance program. The nurse takes care of all screenings. The Cyber School requests all records for the students 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 Power School student database. Parents/guardians are required to report the daily attendance for their child. Absence excuses are on line and the parent can complete them and email them to the school. The Cyber School attendance clerk reviews daily attendance information and contacts students and parents when they are not logged onto their courses. The courses calculate time on task for students and record submissions. As a further backup the administration has the capability to monitor all student's computers to determine whether they are work on courses . This permits the Cyber School to have direct control of the student's computer and to assess what they are doing online.

The attendance clerk records attendance on the Power School System as part of the student data base. The Power School 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 for which they are marked truant unless there is a medical excuse. 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. The attendance assistant checks student attendance daily and contacts those who are absent to confirm their status. Unexcused absences are addressed according to the school regulations and result in truancy notices and fines for those under 17 and can result in those over 17 being dropped when they are absent more than ten days without valid excuse.

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. Where this occurs there is less issues regarding enrollment and billing. 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.

Since chartered the SusQ-Cyber Charter School has operated on an open enrollment policy. Admission to the SusQ-Cyber Charter School is open to any Pennsylvania resident 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. The Cyber School had students enrolled from 84 school districts across the

state.

The Cyber School does not use a lottery. It does use a waiting list during the summer. 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. The enrollment in the Cyber School is within the guidelines of those established in the Charter. The Cyber School implemented a rolling enrollment practice in 2008-2009 to limit the time that students wait to be fully enrolled after they submit their paperwork for enrollment. Every applicant must be fully enrolled and equipped with computer and courses within five days.

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 are referred to their home district for prosecution for truancy. Students over the age of compulsory school attendance who are absent 10 consecutive days without a legal excuse are withdrawn after the school has warned them 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 respond and get back on track. If they do not contact the Cyber School they are sent a second letter that they are beyond the age of compulsory school attendance and it must be assumed they have chosen to not attend the Cyber School.

Enrollment information has been sent to 48 students who were on the waiting list and responses have been received from 12 students who have completed the enrollment process for September 2, 2009. Additional students are enrolling on-line and more are expected during August.

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 2009-2010

Grade 9

Initial enrollment -- 27

Dropped by 6/30/10 -- 24 (8 left school W-6, 16 transferred to other schools W-5)

Added during 2009-2010 -- 49

Students transferred to: Benton Area S. D. (1) Berwick Area S.D. (2) Midd-West S. D. (7) Mifflinburg Area S.D. (1) Pottsgrove Area S.D. (1) Reading S.D. (1) Shikellamy S.D.(2) Williamsport Area S. D. (1)

Grade 10

Initial enrollment -- 42

Added during 2009-2010 -- 41

by 6/30/10 -- 30 (16 left school W-6, 10 transferred to other schools W-5)

Moved out of State -- 3Military -- 1

Dropped

Students transferred to: Altoona Area S.D. (1) Berwick Area S.D. (2) Lewisburg Area S.D. (1) Midd West S.D. (2) Selinsgrove Area S.D. (3) Shikellamy S.D. (1)

Grade 11

Initial enrollment -- 39

during 2009-2010 -- 32

Dropped by 6/30/10 -- 21 (9 left school W-6, 8 transferred to other schools W-5)

early -- 4

Added

Graduated

Students transferred to: Berwick Area S.D. (2) Haverford Township Area S.D. (1) Jim Thorpe Area S.D.(1) Lewisburg Area S.D. (1) Shamokin Area S.D. (1) Shikellamy S.D. (2)

Grade 12

Initial enrollment -- 50	Added
during 2009-2010 -- 37	
Dropped by 6/30/10 --74 (24 left school W-6, 6 transferred to other schools W-5)	Graduated
-- 42	Incarcerated
(1)	Moved out of State (1)

Students transferred to: Danville Area S.D. (2) East Stroudsburg Area S.D. (1) Lewisburg Area S.D. (1) Midd-West S.D. (1) Millville Area S.D. (1) Scranton S.D. (1)

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

Grade 9 -- (17)
Grade 10 -- (41)
Grade 11 -- (44)
Grade 12 -- (62)
Total ----- (164)

Number of new students who have enrolled for the September opening of school--15
Total current enrollment for 2010-2011--179

- 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 -- Total who left school W-6 (8) Entered other school (16)
Grade 10 -- Total who left school W-6 (16) Entered other school (10) Moved state (3) Military (1)
Grade 11 -- Total who left school W-6 (9) Entered other school (8) early graduate (4)
Grade 12 -- Total who left school (24) Entered other school (6) Graduated (42) Moved out of state (1) Incarcerated (1) Retained in 12th grade (20)

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 enrolling students at the basic or below basic level of proficiency and/or who were contemplating dropping out of school. They were often referred by their guidance counselors or 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 a school. Others students enroll due to court or probation department rules that required their enrollment in school. Many students enroll because of conflicts at their residence school either with other students or staff. Many students cite violence as their reason for leaving the home school. Some enrolled to accelerate their graduation and some enrolled for medical reasons.

The students who withdrew in 2009-2010 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 were on the verge of dropping out of their home school or had already dropped out and then enrolled in the Cyber School either to satisfy a parent, or because their school counselor or principal convinced them to give school one more try in the Cyber School. A third group was those students who dropped out of Cyber School to take the GED. A last group is 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 are required in the Cyber School and these students found it easier to drop out or return to their previous school than to attend and do the required work. Students with attendance problems in their home school who also had attendance problems in the Cyber School did not remain enrolled.

The enrollment in the Cyber School is within the guidelines of those established in the Charter. The Cyber School implemented a rolling enrollment practice in 2008-2009 to limit the time that students wait to be fully enrolled after they submit their paperwork for enrollment. Every applicant must be fully enrolled and equipped with computer and courses within five days.

Graduated -- 42

There are currently no supporting documents selected for this section.

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. Students are required to indicate in writing that they have received the discipline policies and that they agree to abide with them. Discipline Policies are included on the school web-site.

A bullying policy was adopted in 2008-09 which drew in part with what already existed in current discipline policies and the Internet Use Agreement policy.

b) No students were expelled or suspended in 2009-2010.

Student Conduct - Attachments

- Discipline Policies
- Bullying Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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
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 Susq-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: James F. Street **Title:** Mr.
Phone: (570) 245-0252 **Fax:** (570) 245-0246
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: John Zerance **Title:** Mr.
Phone: (570) 245-0252 **Fax:** (570) 245-0246
E-mail: john.zerance@verizon.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Daniel Wilson **Title:** Mr.
Phone: (570) 245-0252 **Fax:** (570) 245-0246
E-mail: dwilson@csiu.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- 2009-2010 Assurance for Compliance with Public Official & Employee Ethics Act
- 2009-2010 Assurance for Operation signature page