Pennsylvania Department of Education

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

Charter Annual Report

Monday, February 14, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Pennsylvania Cyber CS

Date of Local Chartering School Board/PDE Approval: June 9, 2010

Length of Charter: 5 years Renewed **Opening Date:** July 2000

Grade Level: K-12 **Hours of Operation:** 8-4 M-F

Percentage of Certified Staff: 100 **Total Instructional Staff:** 268

Student/Teacher Ratio: 1:16 Virtual **Student Waiting List:** 0

Attendance Rate/Percentage: 96.50% Elementary / 94.27% Secondary

Summary Data Part II

Enrollment: 8,539 October 1, 2010 **Per Pupil Subsidy:** varies by school district

Student Profile

American Indian/Alaskan Native:	18
Asian/Pacific Islander:	69
Black (Non-Hispanic):	786
Hispanic:	159
White (Non-Hispanic):	7246
Multicultural:	161

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 33.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 904

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	0	180	180
Instructional Hours	0	0	5	5	0	5.5	900/990

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Pennsylvania Cyber Charter School is a public charter school whose doors are open to any qualified resident student in Pennsylvania. The school operates K to grade 12 programs for students statewide. Curriculum is provided in a variety of methods and delivery modes including synchronous as well as asynchronous classes. Individual courses are offered in various ways and are customized to the needs of the student. The Pennsylvania Cyber Charter School is a student-centered, public charter school offering high- quality courses of study, certified teachers and state of the art technology.

Mission

Helping families build their own school... out of choices, not bricks

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

Vision

The Pennsylvania Cyber Charter School will be dedicated to providing student-centered service in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. As the leader of cyber education in Pennsylvania, PA Cyber will continue to develop best practices and will be a model of academic excellence.

Shared Values

We believe that each student can learn.

The five core values of all PA Cyber employees are integrity, service, professionalism, innovation and excellence.

Integrity - Honoring and respecting the dignity of others: each student, family member, each other, and everyone we touch.

Services- Sharing the staff responsibility to identify and meet the individualized needs of each student.

Professionalism - Always representing the school and its beliefs with the highest level of courtesy, compassion, and commitment to the mission.

Innovation - Defining best educational practices while blending cutting-edge technology with engaging instructional strategies.

Excellence - Continually striving to provide the highest level of integrity, service, professionalism, and innovation to empower our students to succeed.

Academic Standards

Academic Standards

The Pennsylvania Cyber Charter School offers a wide curriculum of courses that have been tightly aligned to state academic standards. Each course lists the standards covered in every lesson and the exams in the core courses have been mapped to the standards and indicators provided by the state.

Pa Cyber has also aligned the content of the core courses to the PSSA eligible content to ensure that every academic standard is covered in preparation for the PSSA exams. This alignment is categorized by how the standard is addressed in the lesson; the eligible content is classified as Introduction, Reinforcement, Enrichment or Application in the course. This process allows for a clear picture of not only the standards covered in a course, but also how they are used in the instruction to students.

Overall, Pa Cyber is completely dedicated to providing a standards-based curriculum accountable to preparing students for mandated state exams, exposing students to the complete set of academic standards, monitoring student progress through the content of the courses, and supporting students to achieve mastery of the standards-based concepts.

Strengths and Challenges

The Pennsylvania Cyber Charter School is a Pennsylvania public charter school whose doors are open to any qualified resident student in Pennsylvania. The Pennsylvania Cyber Charter School was issued a charter by the Midland Boro School District in the year 2000 in accordance with Act 22 of 1997 Charter School Law. PA Cyber's most recent re-application for a charter was approved by the Pennsylvania Department of Education effective July 1, 2010 to June 30, 2015 by the Division of Nonpublic, Private & Charter School Services.

The school operates K to grade 12 programs for students statewide. During the 2009-10 school year, 9,108 students were enrolled. Aproximately 1,107 students were eligible to graduate in the two school graduation ceremonies held on June 12, 2010 at an eastern Pennsylvania site and on June 14, 2010 at a western Pennsylvania site.

In each year after its inception, The Pennsylvania Cyber Charter School has experienced significant growth beginning with 527 students in 2000 to a projected enrollment of of 10,000 students for the beginning of the 2010-11 school year. Our growth encourages us to continually improve and provide student centered services to our student population.

Curriculum is provided in a variety of methods and delivery modes including synchrous as well as asynchronous classes. In all of the methods, a primary eligibility requirement of the educational process is the active involvement of the parent, which may vary according to grade level and curriculum provider. However, in all modes of delivery, the parent is a vital point of contact between the school and the student. The PA Cyber Charter School expects that each student be a self-motivated and independent learner. This, along with parent involvement, PA Cyber Charter School supervision, and curriculum provider support, will give the student the best opportunity to be successful.

The individual courses are offered in various ways and are customized to the needs of the student and parent based on the face to face interview that is required before enrollment. Options may include distance learning classes with a significant amount of instruction provided via the internet, live real time classes delivered over the internet, or as mentioned previously, community college classes on-line or on-campus.

The Pennsylvania Cyber Charter School also provides special education services through the special education department and the Director of Special Education. PA Cyber participates in the PSSA statewide testing program in accordance with guidelines set forth by the Pennsylvania Department of Education. PA Cyber has school wide Title I Program.

The Pennsylvania Cyber Charter School provides a free and appropriate course of study to the children of Pennsylvania using high-quality, reviewed courses of study, certified teachers, and

state-of-the-art technology. PA Cyber has established the highest standards of student achievement and educational standards using both technology and regular contact among students, parents and staff.

The Pennsylvania Cyber Charter School is dedicated to the success of all students regardless of zip code and socio-economic background. PA Cyber is dedicated to providing the services and educational programs using current technology necessary for these students to receive a high school diploma as well as to give them the opportunity to grow beyond the normal curriculum and confines of a traditional school setting. PA Cyber is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. It is our desire that PA Cyber students graduate and successfully procure satisfying employment or further their education to become independent, responsible citizens.

We seek to provide opportunities for Pennsylvania's young people that traditional brick and mortar schools cannot. We offer flexibility and creativity in our approach while insisting on rigorous lessons and self discipline among our students. Our commitment is to provide the best educational services, technology, and curricula to empower each student to succeed. We believe that we are linking great teachers to families who need them.

The growth described above impacts daily operations logistically, practically, and organizationally. In respect to our students and families, many times we are challenged with students who have been unsuccessful in traditional or in home school environments. This means that many of our students are struggling academically and need remedial programs to improve their skills.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

By our very nature, the Pennsylvania Cyber Charter School is a forward thinking, progressive organization that constantly reinvents itself to bring the future of education to the children our Commonwealth. The strategic planning process will once again focus on our vision for service and quality instruction through choice. Each member of the committee has been challenged to develop and implement a plan that is creative, ambitious and anticipates future opportunities that will continue to make PA Cyber the premier online provider of K-12 instruction. This comprehensive strategic approach will establish our priorities and goals well beyond the six year life cycle of the plan.

To ensure planners truly undertake strategic thinking each member will start with a thorough examination of the state mandated plans and analyze the strengths and weaknesses to determine how to capitalize on our strengths. The overall purpose of this model is to ensure strong alignment among PA Cyber's mission and its resources to effectively operate the charter school. Investigation of recent history and changing contexts (both internal and external) of cyber charter school law, organization, funding and mode of instruction will allow us to assess current positions.

Answering the question of what we should focus on in the next six years involves consideration of the following issues:

1. External/internal markers to fine tune and/or discover why strategies are not effective
2. Strategic analysis to identify and prioritize major issues/goals
3. Modeling major strategies to address issues/goals
4. Reexamination of PA Cyber's vision, mission and core values
5. Develop a Budget that continues to delivery exemplary education within the constraints of an uncertain future.
6. Revise existing school wide intervention model
7. How best to monitor, review, evaluate and continuously update Strategic Plan document

The committees will include a representative cross-section of the school staff, including department heads, plan authors, and members from the various stakeholder groups. The following strategic planning committees will influence the future of PA Cyber:

- Curriculum (Chapter 4)

- Professional Development

- Induction

- Educational Technology

- Special Education

- Finance and Operations

- Student Activities

- Guidance

- Diversity

The next step in the planning process is to create a coordinated plan that articulates how the desired goals of each committee will be accomplished. This will involve articulating strategies for achieving results for each goal that reflects upon the strengths and weaknesses of the school. One of the most daunting tasks will be to plot a course of the desired long-range conditions of well-being for PA Cyber. The coordination of the plan will incorporate the following action steps:

1. Increase Strategic Planning awareness of all stakeholders

Communication of reasons for embarking on an strategic planning effort, explanation of the multiple stages of the process, the input of all staff as well as sharing information back with full staff.

2. Construct a School Wide Strategic Planning Team

Organization of teams and the scheduling of long range course of actions will be initiated. Priorities will be on setting the tone and procedures to be followed by each planning team as well as the expectations and outcomes.

3. Conduct General Capacity Assessment

Discuss the capacity of staff to engage in the process of strategic planning. Other activities at this meeting include planning for the next full staff meeting.

4. Analyze and construct profile of PA Cyber

Collect information about school and school community to identify goals and review demographic information that impacts student performance.

5. Schedule and conduct Strategic Planning team meetings

The focus of these meetings will be to explore common understandings regarding beliefs, vision, and mission of the school and tie in goals, strategies and activities that will execute PA Cyber's purpose. Utilization of data and research into scientifically based best practices will be crucial to the success of implementation.

6. Establish and prioritize goals

Goals are set according to data indicators that will be supported by research of best practices. Review of literature on effective practices and action statements of goal attainment will be created by each team.

7. Reporting of planning teams to full committee

Convene groups plan teams to submit proposals for critique and acceptance of full steering committee.

8. Submission to Board of School directors and other agencies for final approval

Presentation of a coordinated plan that represents the policies and procedures for the next six years and beyond.

9. Continuous monitoring of Strategic Plan

The creation of an implementation team will be dedicated to progress monitoring of the action plan and measuring the success over time.

Overall, we are excited by the prospect of being proactive in our future and we our encouraged by the work that has already been done to secure it. It is our hope that the strategic plan will help to strengthen and reinforce the ideals of our charter; one that helps families build their own school out of choices, not bricks.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Andrew Oberg	Director	Administrator	Dr. Nick

			Trombetta
Anthony Branchetti	Title I Coordinator of Reading	Administrator	Andrew Oberg
Brenda Starr-Smith	Employee	Other	Andrew Oberg
Brian Laquinta	Director of Technology	Administrator	Andrew Oberg Director
Chad Francis	Academy Leader	Administrator	Andrew Oberg
Craig Jeffers	Teacher	Elementary School Teacher	Andrew Oberg
Dana Craker	Director of Student Achievement	Administrator	Andrew Oberg
Dana Marquis	Employee	Ed Specialist - School Nurse	Andrew Oberg
David Jaskiewicz	President	Board Member	Andrew Oberg
Don Williams	Director of Admissions	Administrator	Andrew Oberg
Fred Miller	Communications Coordinator	Business Representative	Andrew Oberg
Jaime Hodge	Director of Instructional Technology	Ed Specialist - Instructional Technology	Andrew Oberg
Jane Camp	Employee	Other	Andrew Oberg
Jane Price	Senior VP of Operations	Business Representative	Board of School Directors
Janet Carter	Title I Specialist	Other	Andrew Oberg
Jim Colaber	Student Technology Coordinator	Other	Andrew Oberg
Ken Powell	Principal	Administrator	Andrew Oberg
Lauren Bensink	Director of Elementary Education	Administrator	Andrew Oberg
Margie-Jo Miller	Technology Coordinator	Other	Andrew Oberg
Mary Crapis	Academy Leader	Administrator	Andrew Oberg
Michael Conti	Director of Administrative Services	Administrator	Andrew Oberg
Michelle Poskin	Supervisor of Virtual Classroom Instructional Staff	Administrator	Andrew Oberg
Nancy Yanyanin	Director of Personnel	Administrator	Andrew Oberg
Nick Trombetta	CEO	Administrator	Andrew Oberg
Nicole Gianvito	Director of the Virtual Classroom	Administrator	Andrew Oberg
Nicole Granito	Academy Leader	Administrator	Andrew Oberg
Patrick Poling	Principal (LPPACS)	Community Representative	Board of School Directors
Paul Pupi	Employee	Ed Specialist - School Counselor	Andrew Oberg
Robert Babish	Consultant	Business Representative	Andrew Oberg
Ron Young	Consultant	Community	Andrew Oberg

		Representative	
Sandra Fouch	Director of Federal Programs and Student Assessment	Administrator	Andrew Oberg
Scott Antoline	Director of Finance and Compliance	Administrator	Andrew Oberg
Sean Tanner	Superintendent Midland School District	Community Representative	Board of School Directors
Susi Turner	NNDS Curriculum Coordinator	Business Representative	Andrew Oberg
Tami Riggle	Teacher	Secondary School Teacher	Andrew Oberg
Tom Ward	Teacher	Middle School Teacher	Andrew Oberg

Goals, Strategies and Activities

Goal: DEMOGRAPHIC STUDY

Description: Ongoing internal and external study to measure the dimensions and dynamics of PA Cyber's student populations. Methods have primarily been developed to study retention, social interaction, efficacy of student services and academic offerings. In the context of our student populations demographic analysis uses administrative records and survey information to develop future programs and improvements.

Strategy: Distinguish demographic factors impacting social and educational atmosphere

Description: Utilize exit and entrance interviews to study retention, social interaction, efficacy of student services and academic offerings.

Activity: Analyze trending in enrollment

Description: Identify student enrollment trends acrossed the commonwealth

Person Responsible	Timeline for Implementation	Resources
Don Williams	Start: 9/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: PSSA Data Review

Description: Director of Federal Programs and Student Assessment will conduct an analysis of data based on enrollment date to determine impact of Admissions calendar.

Person Responsible	Timeline for Implementation	Resources
Sandra Fouch	Start: 9/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Exit Interviews

Description: Exit interview of students who withdrawl to return to public school or another charter school to find out why they left.

Activity: IS withdrawl notification and reasoning

Description: IS will administer student withdrawal procedures as created by Academy Leaders.

Person Responsible	Timeline for Implementation	Resources
Nicole Granito	Start: 11/2/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Student Retention Committee

Description: Representatives from stakeholder departments meeting in an ongoing basis to to collect and analyze student survey data.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 3/1/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Implement Post Graduate Survey

Description: Analyze data from survey annually to determine if educational needs were met by graduating students.

Activity: Create and Implement post graduate survey

Description: Create and Implement post grauate survey on an annual basis to register the responses of recent graduates to quality of education and services provided by PA Cyber.

Person Responsible	Timeline for Implementation	Resources
Ken Powell	Start: 5/31/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Share findings with stakeholders

Description: Share results of survey with PA Cyber families through newsletter and inform staff of results.

Person Responsible	Timeline for Implementation	Resources
Jane Camp	Start: 6/30/2010 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: Graduation Trend Data

Description: Collect data from Business Intelligence system, surveys and trend data.

Activity: Analyze graduate trends

Description: Survey will be provided to recent graduates to solicit feedback on why they stayed in school and in particular PA Cyber.

Person Responsible	Timeline for Implementation	Resources
Don Williams	Start: 9/1/2009	-

	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Customer Service Survey

Description: Requirement for graduating seniors is to complete satisfaction survey of services provided by PA Cyber.

Person Responsible	Timeline for Implementation	Resources
Don Williams	Start: 1/4/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Sharepoint Data Tool

Description: Post survey in family/student tab and provide incentives for completion.

Person Responsible	Timeline for Implementation	Resources
Jim Colaber	Start: 5/31/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Implementation of RtI Model

Description: Implementation of RtI model as recommended through the reauthorization of IDEIA in 2004.

Activity: Academy of Reading/Math

Description: Indivualized training streams to provide intervention measures for students in grades 3-12 on Web-based platform.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Intermediate Unit Training

Description: Beaver Valley Intermediate Unit is providing support and training to our RTI core team. We are starting year 3 of 3 in implementation training.

Person Responsible	Timeline for Implementation	Resources
Dana Craker	Start: 10/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Local Assessments

Description: Promote student involvement on Scantron assessment and DORA/DOMA twice per year.

Person Responsible	Timeline for Implementation	Resources
Dana Craker	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: RtI Implentation - Year 3 and Beyond

Description: Focus on progressing monitoring and implementation of Tier 3 interventions. The model will be directed by Dana Craker.

Person Responsible	Timeline for Implementation	Resources
Dana Craker	Start: 5/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Structured Academy Professional Development

Description: Continous training and updates will be provided by the RTI core team to each academy. The goals the year will focus on Progress Monitoring and Tier 3 interventions.

Person Responsible	Timeline for Implementation	Resources
Dana Craker	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Increase Graduation Rate by 3% over Previous Year

Description:

Activity: Family Link

Description: Conintuous workshops held off site and virtually to focus on graduation requirements.

Person Responsible	Timeline for Implementation	Resources
Jane Camp	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Guidance Resource

Description: Create the Office of the Principal to facilitate coordination of guidance programs such as Senior Drop-out Prevention Project.

Person Responsible	Timeline for Implementation	Resources
Ken Powell	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Senior Monitoring

Description: Acadmey Structure will monitor every senior on team.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 7/30/2008 Finish: 12/31/9999	-

Professional Development Activity Information

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

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Follow-up Activities	Evaluation Methods

Status: Not Started — Overdue

Strategy: Professional development will focus on academic achievement.

Description:

Activity: Needs assessment

Description: Carry out a needs assessment of virtual and self-paced learners to determine levels of student achievement.

Person Responsible	Timeline for Implementation	Resources
Lauren Bensink	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Professional Development of Instructional Staff

Description: Year 2 review of the Academy Series and training in DORA/DOMA.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: INSTRUCTIONAL SUPERVISOR

Description: 85% consistency in contacting students whose grades fall below 75% during any marking period.

Strategy: Integration of BackPack

Description: New Business Intelligence system to provide consistent, timely and correct information on student records.

Activity: Create Attendance Monitoring Piece

Description: An attendance aggregator is being created to instances of attendance from all appropriate areas.

Person Responsible	Timeline for Implementation	Resources
Jaime Hodge	Start: 2/2/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Parent Communication

Description: Instructional Supervisors will contact families.

Activity: Information Technologies

Description: Utilize state-of-the-art hardware, software and technology resources to enhance communication between students and parents. Investigate add-on components to our existing e-learning platforms that would add value and functionality to our current communication methods. Integrate web services in order to promote knowledge transfer between stakeholders such as parents and students.

Person Responsible	Timeline for Implementation	Resources
Brian Laquinta	Start: 1/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Modes of Communication

Description: Instructional Supervisors will communicate with familes through email, phone contact and mailings.

Person Responsible	Timeline for Implementation	Resources
Chad Francis	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Parent Portal

Description: The development of a parent portal in BackPack allowing access to instructional staff student grades and student courses.

Person Responsible	Timeline for Implementation	Resources
Jaime Hodge	Start: 3/2/2009 Finish: Ongoing	-

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: Academic Rigor

Description: Increase Rigor in graduation requirements and course selection for math.

Activity: Algebra I or its Equivalent

Description: All students will take Algebra I to fulfill graduation requirement.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Graduation Requirement

Description: Increase the number of math courses required for graduation from 3 to 4.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Focused Intervention

Description: Utilize assessment data and teacher input to provide interventions for students in basic and below basic categories for Math.

Activity: "Huddle Up"

Description: Flash reports conducted by Academies on regular basis to review student progress in Mathematics.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Academy of Math

Description: Provide software package for students struggling in Mathematics

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: DOMA-Diagnostic Online Mathematics Assessment

Description: Implementation of a univeral screening tool for students in grades K-2.

Person Responsible	Timeline for Implementation	Resources
Lauren Bensink	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Title I Math Coach

Description: Individual Tutoring will be provided to struggling students in Math.

Person Responsible	Timeline for Implementation	Resources
Janet Carter	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Move 10% of students who scored below proficient into the proficient or advance level on PSSA.

Description:

Activity: Focus on Progress Monitoring and Tier 3 Interventions in RtI Model

Description: Communicate and implement Tier 3 interventions (Title 1 Tutoring, IAT, Progress Monitoring).

Person Responsible	Timeline for Implementation	Resources
Dana Craker	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Study Island

Description: Utilize Study Island assessment in preparation for PSSA.

Person Responsible	Timeline for Implementation	Resources
Dana Craker	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Professional Development

Description: Provide comprehensive professional development that focuses on continuous improvement in instruction, curriuclum and student services.

Strategy: Evaluate LI curriculum

Description: Teachers in both the synchronous and asynchronous classroom will conduct a yearly evaluation of all course content and curriculum.

Activity: Course Development and Revision Timeline

Description: Delineate timetables for course development cycles and describe interactions between stakeholders within the cycle.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 8/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Curriculum Committee

Description: Curriculum committee is established from curriuclum developers, teachers and administrators to evaluate the academic rigor and identify areas of improvement.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Yearly Renewal of LI Curriculum

Description: Renewal of Lincoln Interactive and Calvert curriculum that factors in scope and sequence, teacher feedback and periodic department chair meetings.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 8/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Focus on Student Achievement

Description: Analyze and review all levels of learners and address student achievement thorugh professional development of teachers.

Activity: Needs assessment

Description: Carry out a needs assessment of virtual and self-paced learners to determine levels of student achievement.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Standardzed assessment

Description: Provide refresher course on the importance of PSSA testing and in-depth workings of Scantron and Compass Learning assessments.

Person Responsible	Timeline for Implementation	Resources

Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Student Achievement Team

Description: Build Capacity amongst all members.

Person Responsible	Timeline for Implementation	Resources
Sandra Fouch	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Virtual Classroom

Description: Provide professional development for VC teachers to enhance instruction, grading and communication within environment.

Activity: Induction Program

Description: New teacher as well as returning will complete intensive virtual training program every year.

Person Responsible	Timeline for Implementation	Resources
Michelle Poskin	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Mentoring Program

Description: Continue to provide mentor services to first year teachers and expand the coverage of mentorship to include second year teachers.

Person Responsible	Timeline for Implementation	Resources
Michelle Poskin	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Present at Educational Workshops

Description: Attend and present at conferences that provide valid and up-to-date trends in cyber education.

Person Responsible	Timeline for Implementation	Resources
Nicole Gianvito	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: READING

Description: Continue to meet minimum proficiency standards in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Develop RtI model for reading

Description: Develop RtI model for reading that focuses on identification and intervention of all learners.

Activity: Develop and provide Lincoln Literacy for grades 4-12.

Description: Develop Lincoln Literacy and provide reading interventions (grade 4-12) that focus on fluency, phonemic awarness and decoding skills of emerging readers.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Provide DORA for prescriptive and diagnostic tool.

Description: Provide DORA prescriptive and diagnostic tool for emerging readers (grades K-2) through Title I resources.

Person Responsible	Timeline for Implementation	Resources
Lauren Bensink	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Focused Intervention

Description:

Activity: "Huddle Up"

Description: Flash reports conducted by Academies on regular basis to review student progress in Reading.

Person Responsible	Timeline for Implementation	Resources
Nicole Granito	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Academy of Reading

Description: Provide software package for students struggling in Reading.

Person Responsible	Timeline for Implementation	Resources
Dana Craker	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: DORA-Diagnostic Reading Assessment

Description: DORA will be provided as a univeral screening tool for students in grades K-2

Person Responsible	Timeline for Implementation	Resources
Lauren Bensink	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Title I Reading Coach

Description: Individualized tutoring provided to struggling students in Reading.

Person Responsible	Timeline for Implementation	Resources
Anthony Branchetti	Start: 1/1/2007 Finish: Ongoing	-

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: CD Tutorial and Calculator

Description: A CD and calculator are provided to students at the beginning of year to prepare for the PSSA.

Activity: Calculator Tutorial

Description: Math teachers will prepare a Captivate video that will demonstrate the functions of the Texas Instruments calculators to be used by students.

Person Responsible	Timeline for Implementation	Resources
Paul Pupi	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Guide to PSSA

Description: Several powerpoint slides will be added to the cd to demonstrate the content standards and eligible content that students will see in both reading and math for grades 3-8 and 11.

Person Responsible	Timeline for Implementation	Resources
Paul Pupi	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: PSSA Site Preparation and Awareness

Description: PSSA Site Preparation that will identify, communicate and carry out the unique needs of testing across the commonwealth.

Activity: Accommodations for special education students

Description: Provide sites with names and supplemental resources for students with accomodations. Assign special education instructional supervisors to areas of need and in service train site managers on basic information.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Parent Involvement

Description: Creation of informational events such as back to school fairs, town hall meetings and web-based family forums.

Person Responsible	Timeline for Implementation	Resources
Jane Camp	Start: 9/3/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Pre-site inspection

Description: Site managers will search for appropriate testing sites across the commonwealth. The day before testing site managers will inspect the testing rooms(lighting, air control, tables, etc)to favorably impact assessment conditions.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: PSSA Site Preparation Meetings

Description: Convene a meeting of site managers to review consistent procedures for carrying out PSSA testing across the Commonwealth.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Registration of students

Description: Procedures for identifying test locations for all students that takes into acount drive time and flexible testing days.

Person Responsible	Timeline for Implementation	Resources
Andrew Oberg	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Technology Based Curriculum

Description: PaCyber will provide technology based curriculum choices, aligned with national, state, and local standards affording students the highest level of achievement.

Strategy: Electronic Connections

Description: All students will have access to a school provided high speed internet connection through satellite, cable, DSL, fiber, wireless or dial-up depending on availability of service in their area.

Activity: Student Internet Access

Description: Costs for Student high-speed internet access.

Person Responsible	Timeline for Implementation	Resources
Brian Laquinta	Start: 1/1/2007 Finish: Ongoing	$15,021,000.00

Status: In Progress — Upcoming

Strategy: Hardware

Description: Purchase new and upgrade current hardware (computers systems and peripherals) to take advantage of new technologies for students and staff.

Activity: Staff Computers

Description: Provide state-of-the-art hardware (computer systems & peripherals) to all staff when hired and upgrade as needed.

Person Responsible	Timeline for Implementation	Resources
Margie-Jo Miller	Start: 1/1/2007 Finish: Ongoing	$1,740,000.00

Status: In Progress — Upcoming

Activity: Student Computers

Description: Provide state-of-the-art hardware (computer systems & peripherals) to all students upon enrollment and upgrade as needed.

Person Responsible	Timeline for Implementation	Resources
Brian Laquinta	Start: 1/1/2007 Finish: Ongoing	$25,561,200.00

Status: In Progress — Upcoming

Strategy: Software

Description: Purchase and upgrade instructional and administrative software as new versions and enhancements become available.

Activity: Administrative Software

Description: Purchase new versions or upgrade as needed.

Person Responsible	Timeline for Implementation	Resources
Brian Laquinta	Start: 1/1/2007 Finish: Ongoing	$1,647,270.00

Status: In Progress — Upcoming

Activity: Instructional Software

Description: Purchase new versions or upgrade as needed.

Person Responsible	Timeline for Implementation	Resources
Brian Laquinta	Start: 1/1/2007 Finish: Ongoing	$39,857,475.00

Status: In Progress — Upcoming

Strategy: Staff Electronic Connections

Description: Instructional Supervisors and Virtual Classroom Teachers will have access to a high speed internet connection from home.

Activity: Staff Internet Access

Description: Internet access from home for Instructional Supervisors and Virtual Classroom Teachers

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2010	$129,000.00

Finish: Ongoing

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:
Tom Zeleznick-Executive Director IU27
Christine Wagner-Dietch-Dir. Curriculum IU27
October 2009

Statement of Quality Assurance - Attachment

- Assurance of Quality and Accountability 2009-2010

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

1. Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

What curriculum does your charter school utilize?

The Pennsylvania Cyber Charter School uses the Lincoln Interactive (LI) Curriculum. This set of courses was developed by experienced educators, and is a carefully crafted curriculum to meet national standards. Each self-paced semester course offers not only flexibility in scheduling but also the best textbooks and up-to-date technology. Students in the virtual classroom also use the curriculum, although it is tailored by the synchronous instructors to meet the daily needs of the students.

Lincoln Interactive courses provide guided instruction and detailed examples utilizing resources that are unmatched in online instruction. Each course provides experiences in varying learning styles; throughout the year these experiences may include activities in web-based inquiry, Microsoft PowerPoint and video presentations, and I-text interactive materials.

The Lincoln Interactive courses are to be completed as one-semester courses. Most of them include four units of instruction. In each lesson additional instructional activities and an assignment provide the necessary practice of skills. Each lesson should be accomplished in two sixty minute sessions. Working one hour per day per subject, the student can complete 2.5 lessons per week. Frequent assessment will include four mid-unit quizzes, unit exams, and a cumulative semester assessment.

The Lincoln Interactive Curriculum is comprised of student-friendly courses with a wide range of opportunities for academic mastery, investigation and interaction. Features of the curriculum include:

· An overview containing a brief course description, course overview, state standards, and grading information.

· The course layout provides easy navigation through lessons.

· Courses are color-coded by discipline, with large banners displaying the course name.

· Assignments are described in the lesson instruction. They also are listed as bulleted reminder items at the end of each lesson.

· An assignment checklist is provided for each unit. The checklist can be printed and used as a reference for both parents and students.

· A course guide is available for all Lincoln Interactive courses.

Additionally, PA Cyber CS also utilizes curriculum obtained through 3rd party providers that include the Calvert School and the University of Missouri Center for Distance and Independent Study.

Do you have documentation showing that your curriculum meets the Chapter 4 content standards and all requirements?

The Lincoln Interactive curriculum used by PaCyber is closely aligned to Pennsylvania standards and indicators. With over 250 courses created by the National Network of Digital Schools it has received corporate accreditation from the Commission on International and Transregional Accreditation. Since 2005, NNDS has retained the services of the Tri-State Area School

Study Council of the University of Pittsburgh to conduct a comprehensive audit and individual evaluation of each course in the Lincoln Interactive curriculum.

PA Cyber utilizes Calvert Education Services for students in grades K-8. The curricular framework developed by Calvert is accredited both by the Commission on Elementary Schools, a division of the Middle States Association of Colleges and Schools and the Commission on International and Tranregional Accreditation. All Unit exams are aligned to specific Pa indicators, which allows teachers to identify areas of student strengths and weaknesses.

How is your school using the Pennsylvania content standards to form curriculum?

The Pennsylvania Cyber Charter School has partnered with the National Network of Digital Schools to help develop and continuously revise curriculum that was designed specifically for PA Cyber's use. These courses are designed so that each lesson addresses the grade level standards of the specific content area; eligible content and skills are identified in each unit of instruction, and the pertinent PA content standards are then listed for each individual lesson. PA Cyber also uses accredited curricula developed by third party providers that are aligned with the state as well as national standards.

How is the curriculum organized to meet the developmental and academic needs of students?

Curriculum for each student is chosen through the collaborative efforts of the parents, student, and PA Cyber professional staff. A personalized education plan is developed to address the student's abilities, learning needs, learning style, future educational plans, and employment interests. Course selection, course content, and delivery of instruction are adaptable and can be both chosen and modified based on individual needs. It is our goal to meet the needs of each student.

In partnership with the parents, our PA Cyber staff strives to offer each student an educational opportunity that will inspire him to excel academically and to reach his full potential. The one-size-does-not-fit-all approach to learning that has been adopted by PA Cyber offers choice and flexibility. Strategies engage different learning modalities: visual, auditory, and kinesthetic. Many core courses are available as either self-paced or with live instructors in the Virtual Classroom. Supplemental instructional programs are available to encourage the accelerated student, to support a student in need of remediation, or to inspire or enhance a student's new area of interest. These programs may include educational software, enrichment activities, educational field trips, and on-line or on-campus early college courses.

How does the charter school promote in-depth and inquiry-based teaching and learning?

Especially in the early elementary grades, our curriculum is integrated from subject to subject so that lessons learned in one subject are reinforced by activities and instruction in another subject. In this way, higher order thinking skills are developed as the curriculum prepares students to move from content and theory to application.

At every grade level, students receive textbooks and/or I-texts and materials designed by major educational publishers to support the carefully structured curriculum. Many assignments engage the learner in web-based or interactive experiences featuring clear directions, guided instruction, and detailed examples, as well as web link activities, PowerPoint, and video presentations. Frequent and cumulative assessments reinforce and measure student success.

PA Cyber encourages its instructors to use the problem-based learning approach. While working individually or in cooperative groups, students are procedurally challenged to solve real-world and futuristic problems. Students are encouraged by instructors to ask questions either during class or through discussion board and messaging options available within the Blackboard platform. Discussion boards are available to all students and are monitored by subject-specific certified teachers.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students who enroll performing significantly below standards in literacy and mathematics skills?

PA Cyber makes every effort to enroll students in appropriate grade/skill level courses. When deficiencies exist and student performance is documented significantly below proficiency standards in literacy and mathematics skills, students are placed in classes at or below grade level to assure that basic skills are grasped before advancement to the next grade level.

Some third party curriculum providers provide placement testing, and local assessments both in-house and on-line are offered to students in question. Students in need of skill development are directed to discussion boards in the appropriate subject area. Live tutoring is also available either by student/parent request or at the recommendation of the assigned Teacher Facilitator or Instructional Supervisor. These tutoring sessions are available both during and after regular school hours and can be scheduled as small group or one-on-one sessions. This service is afforded the student at no cost to the family.

PA Cyber teachers are instructed to score writing assignments using the same rubric that is used to score PSSA writing assessments. Intervention is based on fluency and accuracy in writing. Our mathematics and language arts instructors refer students whose course performance is sub-standard to Instructional Supervisors so that an Action Plan can be devised and implemented to promote better performance and attainment of necessary skills.

Supplemental workbooks and software programs aligned to PSSA Performance Standards are also prescribed to improve and enhance the student’s academic success. Pre-tests diagnose deficiencies, and skill review and guided practice allow standard-specific, self-paced remediation. Compass Learning Odyssey and Study Island are examples of supplemental programs implemented by PA Cyber.

We also worked with one of our curriculum providers (NNDS) to help them create Literacy curriculum that is designed for the high school student. These courses will be available this school year to help us meet the needs of the students who are reading significantly below reading

level. We also are implementing a real time tutoring environment that will allow students with real time help from 8am to 8pm in all core subject areas.

What types of teaching strategies are used to actively engage students in the learning process?

The Virtual Classroom option with live instruction that many of our students choose enables the students to work in cooperative groups assigned by the instructor and led by a designated peer. Students can experience the collaborative effort as both group member and leader. Within the group, inquiry and discovery techniques are often implemented.

Asynchronous courses are designed to offer challenging coursework guided by instructive dialogue. An anticipatory set is followed by explanation of new concepts and guided practice. Assignments engage the learner in web-based and interactive textbook experiences where knowledge is assessed automatically for on-the-spot feedback. Interactive activities added to engage the learner may include web-based inquiry, PowerPoint and video presentations, on-line puzzles, maps, timelines, tutorials, or lab experiences. Learning is measured and reinforced through frequent graded and non-graded assignments such as on-line quizzes, unit tests, projects, and writing assignments. Optional enrichment activities are included for high achievers; comprehensive examinations are included in secondary courses. Students are encouraged to interact with the instructor and other students via discussion boards and digital notebooks.

Elementary students often receive science kits, math manipulatives, art materials, spelling and vocabulary CDs, foreign language CDs that correspond with on-line animated activities (adventure stories, music, diglot-weaves, match & learn, draw & learn, scatter charts), and supplemental reading kits for hands-on learning. Optional educational fieldtrips are offer to students and families. Many students choose to participate in extracurricular activities as well to round out their educational experience.

Rigorous Instructional Program - Attachments

- Professional Development Plan
- Teacher Induction Plan 2009-20010

English Language Learners

a) English Language Learners

The Pennsylvania Cyber Charter School now provides a carefully articulated planned educational program for each student with limited English proficiency. This starts at the initial interview of every student that enters our school. The child and parent(s) are asked questions from our Home Language Survey. Once these questions are asked, the parents sign and date the copy to be placed in their permanent folder. If the scheduler knows this in advance about the child of limited proficiency, then the ELL teacher takes the interview.

If a Home Language Survey has any questions filled out other than English, then the folder goes the ELL teacher. There is currently one teacher who is involved in this program. She is currently trying to finish her certificate that is mandated by the No Child Left Behind Act. The Beaver Valley Intermediate Unit (#27) is providing the services to educate the teacher.

The Pennsylvania Cyber Charter School has a unique situation with the ELL program. The students in our school live throughout the state. Our school is involved with all the intermediate units in the state. If the students do not have English as a primary language, then our school must contact the local intermediate unit. Based on what is being used in the local intermediate, the school then takes each situation on a case-by-case plan of action.

Once the student's paper work and folders are complete, the student is assigned one of the teachers in the ELL program. The teacher then decides the curriculum based on the transcripts from the child's former school. The teacher then asks the parent to have the student take the equivalent test based in their intermediate school they are closest to.

The 2009-2010 school year did not have any students take part in our ELL program. Therefore, no child had to take part in the new Pennsylvania testing for ELL students, WIDA. Pennsylvania now is also using the PSSA scores and end of the year ELL testing to show where our ELL student stand as far as grade level ability and this also is part of the student exiting the program once abilities have been met.

Our ELL coordinator/teacher attends continuance workshops concerning ELL changes and programs through the PATTAN office. The coordinator/teacher also participates in ELL meetings through the Beaver Valley Intermediate Unit (#27).

Estimates for the 2010-2011 school year does not have any students participating in the ELL program. The PA Cyber Charter School has entrance testing through the Beaver Valley Intermediate Unit if a new ELL student would enter the program. Depending on the results, the student will be placed appropriately in the right curriculum. The ELL coordinator will set a workshop for appropriate staff to educate the school of new procedures and programs that we offer.

English Language Learners - Attachment

- ELL Report 2009-2010

Graduation Requirements

The Pennsylvania Cyber Charter School encourages parents along with the instructional supervisor to monitor their child's/student's progress toward meeting graduation requirements. Parents must help PA Cyber to ensure that all graduation requirements are met by the student's senior year. Typically, students begin to accumulate credits as freshmen.

In order to graduate from PA Cyber, students must successfully complete a minimum twenty - two credits in the following subject areas:

Language Arts	4 credits
Social Studies	4 credits
Math	4 credits (1 credit Algebra I or its equivalent is required)
Science	3 credits(1 credit Biology is required)
Health	1/2 credit
Physical Education	1 credit

Fine Arts	2 credits (arts or humanities)
Electives	3 1/2 credits
Graduation Project	Required

Students must complete all required coursework no less than two weeks prior to graduation if they plan to participate in commencement ceremonies. Students must also satisfy all other school requirements and be in compliance with all school policies. All school property must be returned no less than 48 hours before commencement.
Seniors who fail to meet any of the above requirements cannot participate in commencement ceremonies. They can arrange to receive their diploma by mail, or pick it up in the school office when they have complied with all requirements.
PA Cyber will notify all potential graduates as to time and place of commencement ceremonies.

Special Education

The PA Cyber Charter School has established and implemented procedures to locate, evaluate, and identify school age students suspected of being eligible for special education services. These procedures include, but are not limited to: review of records, various modes of screening including RtI, and/or recommendation of Instructional Supervisor and/or parent. In addition, Child Find information is located on our website.

Special education students have access to the general education curriculum and the regular education classroom to the fullest extent that is appropriate according to their Individualized Educational Program (IEP). Instructional strategies, programs, and related services are implemented as needed to meet individual student needs, according to the student's IEP. Many related services are contracted through providers across the Commonwealth (See Chart IV). Special education staff receive professional development trainings monthly. Regular education teachers and related service providers receive training regarding special needs as deemed appropriate by the student's IEP. Additionally, all faculty and staff have access to information regarding special education in our schoolwide information sharing system.

Special Education - Attachments

- PennData 2009-2010
- Special Ed Policies 2009-2010(1)
- Special Ed Policies 2009-2010(2)
- Special Ed Related Service Providers 2009-2010

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Julie Shumaker	1	Learning/Physical/Emotional/Autistic, Speech/Language	CS	20	None
Robin Ferello	.5	Learning, Autistic, Emotional	CS	10	None
Lindsay Gardner	1	Learning, Autistic, Speech/Language	CS	24	None
Chris Becker	1	Autistic, Learning, Emotional,	CS	24	None

		Speech/Language			
Carla Martin	.5	Learning, Emotional, Speech/Language	CS	28	None
Kristi McCullough	1	Learning, Speech/Language, Emotional	CS	27	None
Lindsay Ribar	1	Learning, Emotional, Speech/Language, Autistic	CS	30	None
Melissa Lanious	1	Autistic, Learning, Speech/Language, Emotional	CS	31	None
Mike Shoaf	1	Learning, Speech/Language, Emotional	CS	23	None
Jessica May	1	Speech/Language, Learning, Autistic, Emotional	CS	24	None
Sarah Ochtun	1	Learning, Autistic, Speech/Language	CS	30	None
Lynda Mineard	1	Learning, Speech/Language, Autistic, Emotional	CS	27	None
Dave Prezgay	1	Learning, Emotional, Speech/Language	CS	27	None
Cher Wagner	1	Learning, Emotional, Autistic	CS	24	None
Katie Burkhead	1	Emotional, Learning, Speech/Language, Autistic	CS	23	None
Rebecca Cerilli	1	Emotional, Learning, Speech/Language	CS	26	None
Justin DeWitt	1	Learning, Emotional	CS	27	None
Jenny Fath	1	Learning, Emotional	CS	28	None
Ed Gorman	1	Emotional, Learning, Speech/Language	CS	25	None
Rachel Korol	1	Learning, Emotional, Speech/Language, Autistic	CS	27	None
Amber Turley	1	Learning, Emotional	CS	26	None
Stephanie Simoni	1	Learning	CS	23	None
Loriann Erickson	1	Learning, Emotional, Autistic, Speech, Language	CS	25	None
Jessica Daniel-Lubert	1	Learning, Autistic, Emotional	CS	29	None
Krystal Dunlap	1	Learning, Emotional, Speech, Language	CS	27	None
Lori Conkle	1	Learning, Speech, Language, Deaf/Hearing	CS	31	None
Audrey Hunter	1	Learning, Emotional	CS	30	None
Erin Cheddar	1	Retardation, Specific Learning Disability, Speech, Emotional	CS	22	None
Mark Iannini	1	Specific Learning Disablity, Other Health Impairment, Hearing Impairment Including	CS	19	None

		Deafness, Emotional			
Sean Nagle	1	Emotional, Specific Learning Disability, Autism, Speech or Language Impairment, Emotional Disturbance	CS	19	None
Kelly Kuschich	1	Retardation, Emotional Support, Other Health Impairment, Autism	CS	33	None
Erin Patterson	1	Specific Learning Disability, Autism, Other Health Related Impairment, Mental Retardation	CS	20	None
Jody Krigar	1	Traumatic Brain Injury, Specific Learning Disability, Emotional, Other Health Impairment	CS	18	None
Amanda Sweesy	1	Speech, Mental Retardation, Specific Learning Disability, Emotional, Autism, Other Health Impairment	CS	20	None
Krisin Jordan	1	Other Health Impairments, Specific Learning Disabilities, Mental Retardation, Emotional Disturbance	CS	16	None
Colleen Campbell	1	Autism, Emotional, Specific Learning Disability, Speech, Other	CS	20	None
Jennifer Vanucci	1	Autism, Emotional, Specific Learning Disability	CS	22	None
Brittany Gabel	1	Other Health Impairment, Specific Learning Disability,Other Health Impairment	CS	17	None
Abby Stewart	1	Emotional	CS	20	None

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Director	Main Campus	100
Associate Special Education Director	Main Campus	100
Instructional Supervisor	Main Campus	100
Instructional Supervisor	Main Campus	100
Instructional Supervisor	Main Campus	100
Instructional Supervisor	Main Campus	100
Instructional Supervisor	Main Campus	100
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Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Teacher Assistant	Main Campus 100
Teacher Assistant	Main Campus 100
Teacher Assistant	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus .5
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Academy Leader	Main Campus 100
Academy Leader	Main Campus 100
Substitute Teacher	Main Campus 100
Substitute Teacher	Main Campus 100
Teacher Assistant	Main Campus 100
Teacher Assistant	Main Campus 100
Teacher Assistant	Main Campus 100
Administrative Assistant	Main Campus 100
Administrative Assistant	Main Campus 100
Administrative Assistant	Main Campus 100
Administrative Assistant	Main Campus 100
Administrative Assistant	Main Campus 100
Administrative Assistant	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Instructional Supervisor	Main Campus 100
Principal/LEA	Main Campus 100

Spanish Interpreter/LS Teacher	Home	100
Substitute Teacher	Home	100
Substitute Teacher	Main Campus	100
Substitute Teacher	Main Campus	100

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
A Total Approach	Sensory Integration Eval	As Needed
Achieva	Transition Services	As Needed
Allegheny Intermediate Unit	Vision Evaluation	As Needed
Allied Services	Speech and Psychological Services	As Needed
Alpha Center	Counseling Services	As Needed
Amanda Myers	Tutoring	As Needed
Angela Donahue	Speech/Language Services	As Needed
Angela Lickenfelt	Psychological Evaluations	As Needed
AOT, Inc.	OT/PT	As Needed
Austill's	Occupational Therapy	As Needed
CAMCO	OT/PT	As Needed
Candice Stefanou	Psychological Testing	As Needed
Carol Walck	Speech	As Needed
Central Susquehanna IU #16	Physical and Occupational Therapy	As Needed
Children's Development Center	Occupational Therapy, Speech, Physical Therapy, ESY	As Needed
Chris Leheny, M.S. CCC/SLP	Speech Pathologist	As Needed
Claire Vatz	Speech/Language Therapy	As Needed
ClubZ!	Tutoring	As Needed
Communication Associates	Speech/Language Therapy	As Needed
Communication Success	Speech/Language Services	As Needed
Cynthia Brown	Speech/Language Services	As Needed
Cynthia Miles and Associates	Speech, Occupational Therapy	As Needed
David Shadish	Tutoring	As Needed
Deb Peterson	tutoring	As Needed
Delaware County IU	Community Living and Learning Services	As Needed
Diane Dipasquale	Speech/Language Services	As Needed
Dorothy Celebre	Speech/Language Services	As Needed
Dr. John Carosso	Psychological Evaluation	As Needed
Dr. Marty Meyer	Psychological Evaluations	As Needed
Dr. Mason	Psychological Evaluations	As Needed
Dr. Michael Thayer	Psychological Testing	As Needed
Easter Seal Society of:, Southeastern PA, Western PA,	Speech, Occupational Therapy, Physical Therapy	As Needed

Central PA		
Ella Britchkow	Speech	As Needed
Ellen Rosen	Tutoring	As Needed
Ellingsen & Associates	Speech/Language Services	As Needed
Ephrata Community Hospital	Speech, OT	As Needed
Faye Lovrinic	Tutoring	As Needed
Gayle Geopfert	Speech	As Needed
Indiana Regional Med Center	Speech	As Needed
Intermediate Unit #1	Speech/Language Services	As Needed
Intermediate Unit #13	Speech/Language Services	As Needed
Intermediate Unit #29	Orientation/Mobility; Visually Impaired Teacher	As Needed
John Guetter	Psych Eval	As Needed
Judy Fox	Travel	As Needed
Judy Nordstrom	Speech	As Needed
Julie Haas	Speech/Language Services	As Needed
Karen Smith	Speech/Language Services	As Needed
Keystone Rehabilitation	Water Therapy	As Needed
Keystone Rehabilitation Services	Occupational Therapy, Aqua Therapy	As Needed
Kid Talk	Speech/Language Services	As Needed
Kim Flounders	Turtoring	As Needed
Kristin Youngdahl	Speech Therapy	As Needed
Laurie Vitori	Speech Therapist	As Needed
Lisa Brandolino	Psych Eval	As Needed
Marywood University	Speech, Occupational Therapy	As Needed
Meranti Limousine	Transportation services	As Needed
Michael Church	Psychological Services	As Needed
Midland School District	Speech services	As Needed
Mon Valley Hospital	Speech/Language and Occupational Therapy	As Needed
Mr. Frank Sabatino	School Psychologist	As Needed
Mynd Works, Inc.	Social Skill Training	As Needed
Next Step Therapy	Speech, OT/PT	As Needed
NILD	Therapy	As Needed
Oxford Consulting	PT, OT, Sp/L, and Psychological Services	As Needed
Pat Warner	Psychological Evaluation	As Needed
Pediatric Therapeutic Services	Speech, Occupational Therapy, Physical Therapy, ESY	As Needed
Pinnacle Home Health Care	Occupational Therapy	As Needed
Pocono Speech Center	Speech	As Needed
Psychological & Counseling Services	Counseling Services	As Needed
Psychological Associates	Psychological Evaluations	As Needed

Psychology & Learning Center	Counseling Services	As Needed
Riegler, Shienvold & Assoc.	Social Skills Training	As Needed
Robert Prazer	Vision Therapy	As Needed
Sandra Tomarello	Speech	As Needed
Speech Care	Speech	As Needed
Stingray Consulting and Management Service, Inc	Service provider of Occupational Therapy, Physical Therapy, Speech, Hearing	As Needed
Susan Phillips	Speech Therapist	As Needed
TEEMS, Inc.	Speech	As Needed
Theraplay Inc.	Occupational Therapy/Evaluation	As Needed
Therapy Source	Speech	As Needed
United Cerebral Palsy	Occupational Therapy, Speech	As Needed
VIA of the Lehigh Valley, Inc.	Transition Services	As Needed
Vision Development Center	Vision Services	As Needed
Visiting Nurses Association	Physical Therapy	As Needed
Wayne Trotta	Psych Eval	As Needed
Wee Talk Speech & Language	Speech/Language Therapy	As Needed
Western Wayne School District	Psychological Evaluation	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	**K**	**1**	**2**	**3**	**4**	**5**
PSSA	No	No	No	Yes	Yes	Yes
Local Assessment (Scantron Performance Series)	No	No	No	No	Yes	Yes
DORA/DOMA	Yes	Yes	Yes	Yes	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
Local Assessment (Scantron Performance Series)	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, provide evidence of significantly improved or continual strong student performance. Include in the discussion:

How these results influence development of annual measurable goals.

The mission of the Pennsylvania Cyber Charter School is to provide students with meaningful and personally challenging learning experiences. To this end, it is our belief that all students can experience academic success in relation to Pennsylvania State Standards. Student academic achievement is directly connected to these standards as outlined under Section 4.12 of 22 Pennsylvania Code.

Annually, central office administrators along with professional staff conduct a thorough review of available instructional assessment data. This review and subsequent comprehensive analysis of individual student, classroom, grade level, district, state and national assessments provide for the professional staff information regarding curricular strengths and challenges. The resulting information is utilized to make decisions regarding necessary adjustments within each curricula area and within each platform for delivering instruction within the virtual environment. This is accomplished through the leadership of the Executive Director, Director of Federal Programs and Student Assessment, Director of Student Achievement, the Student Achievement Team, the Guidance Department and multiple committees comprised of professional staff. The interdependent working relationship of everyone at PA Cyber Charter School assists in ensuring that the school is providing students with quality instruction that promotes academic success.

Additionally, this analysis of instructional assessment data provides professional staff with information regarding individual student's strengths and needs. In conjunction to the Response to Intervention model, students performing at or above proficient level have the opportunity for academic enrichment to ensure they continue to be challenged to reach their maximum potential. Students performing below proficiency are identified and specific interventions are developed to assist them in attaining proficiency.

The following are the annual improvement targets established by the district:

2010

63% of all students (including students in reportable subgroups) at the proficient/advanced level in reading as measured by the PSSA

56% of all students (including students in reportable subgroups) at the proficient/advanced level in math as measured by the PSSA

Move at least 10% of students from Basic and Below Basic into Proficient or Advanced

2011

72% of all students (including students in reportable subgroups) at the proficient/advanced level in reading as measured by the PSSA

67% of all students (including students in reportable subgroups) at the proficient/advanced level in math as measured by the PSSA

Move at least 10% of students from Basic and Below Basic into Proficient or Advanced

The PSSA exams continue to be the driving force behind curriculum's efforts to align with the state's standards in each of these academic areas. Both the PSSA test data and Scantron Performance Series data are used to determine areas of weakness on a school-wide basis and individual basis. These areas are then targeted for improvement in curriculum and supplemental services.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum and any measurable goal decisions.

Local assessments mentioned above give PA Cyber ongoing tools to reassess student needs during the course of the school year. These tests are most often used in putting together a personalized education plan for each of our students. We use these evaluations along with additional student data to match curriculum and intervention choices with the individual student. These data are also used to identify possible learning disabilities as well as in placement in the gifted program. If necessary, these local assessments are used to determine student proficiency in reading, math, and writing.

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

All planned K-12 instruction provides a foundation in order to prepare students to meet the High School graduation requirements as is summarized in Chapter 4 under section 4.24 of the 22 Pennsylvania Code. Planned K-12 curricula in all content areas promote the attainment of proficiency or above on the reading and mathematics assessments administered in grades 3-8 and grade 11 and in the writing assessment administered in grades 5,8 and 11 and science assessment in grades 4, 8 and 11. Concurrently, comparable students performance on district assessments (Scantron Performance Series in math and reading for grades 4-11 and DORA/DOMA for math and reading in grades K-3) to measure student progress. Data is collected and analyzed based on the math and reading assessments administered several times a year through Scantron and DORA/DOMA.

Each student is assigned an Instructional Supervisor who observes student progress throughout the school year. This process involves monitoring grades to date, keeping in bi-weekly contact with the student and parent during scheduled times, ordering new classes as students courses are completed, scheduling classes for the next school year, and keeping a graduation checklist of credits earned. During this

process, the student's progress is also monitored through Scantron tests at the beginning of the school year and at the end. All PA Cyber teachers are observed at least twice per year and given feedback and suggestions for improvement.

Administrators and professional staff regularly review the results of local and state assessments to identify trends of student strength and weaknesses. The local and state assessments used to measure student progress include:

- Scantron Performance Series (Math and Reading Assessment)

Administered several times throughout the year, the skills and concepts assessed in Scantron are aligned to Pennsylvania State Standards for math and literacy.

- PSSA assessment for math, reading (grades 3-8 and 11) writing (grades 5,8 and 11) and science (grades 4,8 and 11)

Evaluation of item analysis enables the identification of performance target areas and performance goals for the entire student population.

b.) Describe the strategies that are in place to see that students, who are at-risk of failure, and those not making reasonable progress, are being met or what opportunities they are afforded in order to help them succeed. Provide clear evidence that demonstrates how those strategies are proving effective in terms of improved academic performance.

Assigned Instructional Supervisors as well as Student Achievement team members regularly monitor all students, but especially those who are at-risk of failure. The IS will intervene early and often with students struggling academically. Instructional Supervisors can make accommodations for coursework, recommend changes in curriculum, help students organize their day to day activities, suggest counseling, make referrals, assign students to tutoring, forward students to discussion boards for help, and put students on academic probation which includes an action plan for improvement. This constant monitoring and open communication with the students and parents/guardians is a highly effective method in improving academic performance for those students who are at-risk of failure. PA Cyber has also identified intervention techniques using open-tutoring, Title I tutoring, Study Island, Unique Math and Unique Reader as well as other programs to provide struggling students with support and assistance to begin to move toward proficiency standards.

Student Assessment - Attachments

- PVAAS 2009
- Scantron 2009-2010
- Study Island 2009-2010

- 09-10 ACT-SAT Scores

Teacher Evaluation

Teacher Evaluation

Main features of the PA Cyber Charter School's teacher evaluation plan.

The primary purpose of the Teacher Evaluation Plan is to assist employees to identify and fulfill their role in accomplishing the district's vision for education and providing the highest quality of instruction. While many factors contribute to the successful education of children, there is a strong consensus among experts that the effectiveness of their teachers is the single most important educational determinant. The following goals will help support the focus of good teaching:

1. Improve instructional practices in cyber education

2. Increase in retention of promising teachers

3. Safeguard and improve the quality of instruction received by students

4. Promote the personal and professional growth of all employees

5. Transmit the mission/vision of the cyber school, community, and profession to employees and,

6. Foster unity, teamwork and a commitment to excellence among the entire learning community.

7. Provide a communication link between the school system and teachers through the evaluation process

TEACHER EVALUATION OBJECTIVES

A. Induction Plan

1. First year teachers/educational specialists are required to participate in a two week induction program that incorporates components of teacher assessment and self-reflection practices. Every teacher is instructed on the "Look Fors" of effective classroom instruction and observation.

2. Existing staff will attend a Summer Workshop (2 days) to sharpen their skills in instructional strategies, the Code of Professional Conduct and cyber school culture and climate.

3. Every teacher /educational specialist will be assigned to a 10-12 member team that is supervised by an instructional leader and assisted by 1-2 team leaders.

B. Mentor Program

4. New teachers will collaborate monthly with their assigned mentor teacher to discuss specific areas of instruction, classroom management and orientation to policies and procedures of Pennsylvania Cyber Charter School.

5. New teachers and their mentors will conduct informal observations of each others classroom and provide constructive feedback.

6. New teachers, mentors and their instructional leaders will work closely to collaborate on all formal and informal teacher evaluations.

C. Teacher Evaluation

7. Professional development opportunities in teacher evaluation will be held throughout the year to provide instructional staff with resources, information, and strategies for their classrooms.

8. All Virtual Classroom teachers will have two informal observations conducted by administrative staff during the school year. The process will involve a 15-20 minute unannounced observation followed by a post observation questionnaire and conference.

9. All Virtual Classroom teachers will have two formal observations conducted by administrative staff during the school year. The process will involve a pre observation form, an announced evaluation of the classroom for the duration followed by a post observation questionnaire and conference.

10. The collection and reporting of data that is appropriate to the job description and includes classroom instruction, maintenance of Blackboard, communication with families and grading.

Individuals who are responsible for teacher and staff evaluation.

EVALUATION TEAM

The evaluation team is made up of instructional leaders representing multiple facets of the Pennsylvania Cyber Charter School. Each member was selected based on their demonstrated leadership, scholarship and the capacity to help teachers be successful. The Evaluation Team will be responsible for maintaining accurate records of teacher evaluation (formal and informal), constructive feedback to teachers and completion of all evaluation forms required by the state.

Evaluation Team:

a. Andrew Oberg, Director of PA Cyber Charter School

b. Nancy Yanyanin, Director of Personnel

c. Karry Simmel, Assistant Principal

d. Nicole Gianvito, Director of Virtual Classroom

e. Andy Petro, Supervisor of Virtual Technology

g. Michelle Poskin, Supervisor of Virtual Instructional Staff

The LEA in consultation with Instructional Leaders and teaching staff members, developed procedures for the evaluation of tenured teaching staff members that include, as a minimum:

1. The collection and reporting of data that is appropriate to the job description and includes classroom instruction, maintenance of Learning Management System and Grades;
2. Pre and post observation conferences between the teaching staff member and the evaluating supervisor;
3. The preparation of individual professional improvement plans;
4. The preparation by the supervisor of an annual written performance report, which shall include the teaching staff member's performance areas of strength and weakness, an individual professional improvement plan developed by the member and the supervisor, and a summary of the results of formal and informal evaluations of the teacher's instructional practice;
5. The informal observation of new teacher's classroom by their mentors and vice versa to provide constructive feedback from which to build on;
6. The conduct of an annual summary conference between the supervisor and the member that will include a review of the member's performance, progress toward the objectives set forth in the professional improvement plan developed at the previous annual conference and growth toward program objectives, and the written performance report prepared by the supervisor;
7. Multiple evaluations of the observation program will be conducted by teachers throughout the year that will include questionnaires for all participants attending Summer Workshop, evaluation of Mentor Program, a survey of participants related to the achievement of the program goals, objectives and competencies at the end of the school year and
8. The signing of the annual written performance report within five working days of the annual summary conference and the provision that the member may, within ten working days of the signing of the report, augment the report with additional performance data.

Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

Professional development as it pertains to teacher evaluation (special education and instructional techniques) will be provided to all Team Leaders, Team Captains and Teacher Mentors at the beginning of the school year. In addition, individually coordinated days will be established

throughout the calendar year to update evaluators on current evaluation techniques. Finally, every evaluator is encouraged to seek out professional development programs that would supplement our current plan.

Teacher Evaluation - Attachments

- Professional Development Plan
- Mentor Program 2009-2010
- Teacher Induction Plan 2009-20010
- Teacher Mentor Training PPT 2009-2010

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The PA Cyber Charter School Board of Directors retained Dr. David Jaskiewicz as president for the 2009-2010 school year.

There were no changes in the top level executive team of the school administration:

CEO - Nick Trombetta

Executive Director- Andrew Oberg

Assistant Director of Special Education-Megan Lindner

Director of Personnel- Nancy Yanyanin

Principal- Ken Powell

Director of Finance & Compliance- Scott Antoline

Director of Administrative Services-Michael Conti

Director of Elementary Education-Lauren Bensink

Board of Trustees

Name of Trustee	Office (if any)
Dave Jaskiewcz	President
Edward Elder	Board Member
Judy Garbinski	Board Member
Phillip Tridico	Board Member
Joe Rodella	Board Member
Jayne Lingenfelder	Board Member
Tom Dorsey	Board Member
Brenda Starr-Smith	Secretary (non-voting)

Dr. Nick Tombetta	CEO (non-voting)
Robert Masters	Solicitor (non-voting)
Scott Antoline	Treasure (non-voting)

Professional Development (Governance)

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

All board meetings are posted on the building entrances and are advertised (per Pennsylvania's Sunshine Act) in the Beaver County Times newspaper whose distribution area is Beaver County and the surrounding counties.

Notice is hereby given that the Pennsylvania Cyber Charter School, will hold regular meetings in the year 2010 - 2011 on the third Monday of each month.

All meetings are scheduled to begin at 6:30 P.M. and will be held in the Administration Building conference room, located at 1200 Midland Avenue, Midland, PA 15059. Brenda K. Starr-Smith, Board Secretary.

Coordination of the Governance and Management of the School

The Board of Trustees approves all policies that are to be implemented in the school. Ongoing reviews of procedures and practices take place and recommendations are developed and approved. The CEO coordinates Board Committee meetings and implementation guidelines are set forth in the policy manual. The board meetings are open to the public and legal representation is present. The Board members are invited to attend school functions, summits, rallies, field trips, and In-Service days. The Board is present at graduation ceremonies and other functions. Board members are asked and do volunteer on various committees including School Improvement Planning and Strategic Planning.

Coordination of the Governance and Management of the School - Attachment

- Advertisement for Board Meetings 2009-2010

Community and Parent Engagement

Community and Parent Engagement

Students and parents are encouraged to become involved in PA Cyber activities through on-line support groups, field trips, Back to School Fairs, Information Expos, and the Family Link organization.

Parents can connect to one another via on-line discussion boards such as Yahoo! These parents post messages to share information about curricula, educational methods, time management, and social opportunities. These postings also create a supportive network for new enrolles.

PA Cyber offers exciting and dynamic choices for field trips across the state. The Field Trip Coordinator will plan school picnics, trips to museums, historical venues, Gettysburg, city tours in Philadelphia and Pittsburgh, zoos, and theater productions. Field trips may be attended by the entire family affording families the opportunity to meet others within their geographic region.

The Student Services department of PA Cyber plans the Back to School fair and Information Expos. The Back to School Fair which occurs in September and October, travels to 8 regions across the state and is a way for currently enrolled PA Cyber students and their parents to meet representatives from key departments within PA Cyber. Information Expos which occur in March, are events designed for those interested in enrolling with PA Cyber. Parents have the opportunity to peruse curricula, get informed about different programs PA Cyber offers, and meet staff members.

Finally, PA Cyber students are encouraged to join the Family Link organization. Family Link is a state wide program developed to create social opportunities for the families. Family Link staff members will plan 3 large events per region every year beginning with a picnic over the summer months to welcome new enrolles. Parent volunteers are then asked to plan smaller more intimate gatherings such as game days, bowling nights, ice cream socials, ice skating parties, and community service days once a month. Family Link staff members communicate to parents via email and phone calls to keep parents informed of activities within their regions and changes within PA Cyber.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The PA Cyber CS does not hold fund raising activities.

Fiscal Solvency Policies

Fiscal Solvency Policies:

The PA Cyber Charter School (PA Cyber) has been and continues to be financially solvent with sufficient payments received for educational services provided by Pennsylvania LEA's. PA Cyber purchases student computers, curriculum, books in a cost effective method and uses lease financing options in addition to a Line of Credit which must be maintained to meet cash flow deficits at the beginning of each school year due to the high accounts receivable balances due from the LEA's. Final payments to PA Cyber for prior year services (accounts receivable) are not received until October of the following fiscal year and some later than that.

Accounting System

Accounting System

The PA Cyber Charter School uses the accrual method of accounting utilizing the CSIU-Central Susquehanna Intermediate Unit accounting software that is fully compliant with State of PA/PDE, GASB and GAAP reporting requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Statement of Revenues, Expenditures & Fund Balances as of June 30, 2010

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

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

PA Cyber Charter School contracted with Mailin, Bergquist and Company, LLP to complete the independent audit of the fiscal year ended June 30, 2009. The audit was completed and presented to the Board of Directors November 10, 2009. PCCS received an unqualified audit opinion with no major findings. A copy of the audit report is attached.

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

- 08-09 Audit Report

Citations and follow-up actions for any State Audit Report

PA Cyber does not currently have any citations or follow up actions relative to any state audit report.

SECTION VII. FACILITY RESPONSIBILITIES

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

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

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

As the enrollment numbers continued to increase, PA Cyber needed to secure additional instructional office space. Additional office space was leased at the following locations:

1533 Chester Pike, Crum Lynn, PA
479 Port View, Harrisburg, PA
520/522 Spring Lane, Midland, PA

PA Cyber also purchased properties throughout the fiscal year that were previously being leased by the school. These properties include:

735 Midland Ave, Midland, PA

1200 Midland Ave, Midland, PA
636 Midland Ave, Midland, PA

The increased enrollment also required an expansion of the technology infrastructure, student and staff computers, and furniture which was secured utilizing State approved purchasing pools (PEPPM, COSTARS, etc.) or following State purchasing and bidding guidelines.

Future Facility Plans and Other Capital Needs

Future Facility Plans and Other Capital Needs

PA Cyber Charter School will enter into a new instructional and administrative office space leases at several regional locations throughout the Pennsylvania, including the Erie, State College, Pittsburgh, Greensburg, and Allentown areas to give more access to families and student services as recommended by the Department during the charter renewal process.

PA Cyber Charter School will complete renovation of an existing building located at 617 Midland Ave, Midland PA for instructional purposes. The building will house virtual classroom teachers and elementary teachers delivering instructional programs.

In addition, and due to increased enrollment, PA Cyber Charter School will begin construction of a new instructional and administrative office facility at 652 Midland Avenue, Midland, PA with an estimated construction cost of approximately $4.9 million dollars.

As enrollment continues to increase, future plans will consider additional regional support centers and potential technology infrastructure upgrades and/or expansion to accommodate the additional students and staff.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunization records for students.

All appropriate health and safety records are reviewed by the certified school nurse on an ongoing basis. At PA Cyber, workplace safety and health issues are communicated via email and through supervisor/employee meetings. We have developed a workplace safety program outlining the policies and procedures regarding employee health and safety. Each employee must become familiar with the Employee Safety Handbook, the program, follow and enforce the procedures, and become an active participant in the workplace safety program. To be in compliance and keep the employees updated, OSHA training is done which consists of a discussion of rules, regulations, and procedures we must follow, along with training in personal protective equipment. Additionally, the maintenance department attends safety training programs on a regular basis. New employees are required to attend

an orientation training which provides instruction on fire prevention, location of exits, fire extinguishers, AEDs and other pertinent safety issues.

Potassium Iodide tablets are distributed to each employee to keep at their desk and evacuation routes have been put in place in the event of an accident at the Nuclear Power Plant. PA Cyber has clearly marked and identified the location of extinguishers, AEDs, and exit ways. We also had four successful fire drills this year. We have a group of employees that have completed the National Incident Management System (NIMS) course through FEMA where we reaffirmed a dedication to serve in a time of crisis through this course and professional development. Plans are being made to have all employees go through this course. All employees have received CPR/AED training with appointed employees from each building receiving First Aid training. The training is offered annually to keep all certifications current. The posting of required documents is reviewed periodically by the administrative staff.

All health and immunization records are contained in securely locked file cabinets behind locked doors. Copies of Request for Reimbursement and Report of School Health Services are kept by PA Cyber Charter School's director, school nurse, and business manager. Prior to a student's admission to the school, the school nurse assesses immunization records and tracks them throughout the year to ensure they are complete and in compliance with PA Dept. of Health mandates. Health records are also maintained on all students to ensure they receive medical and dental examinations along with grade appropriate health screenings (growth, vision, hearing and scoliosis). BMI is calculated on each student as required by the PA Dept of Health.

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

- PA Cyber Health and Wellness Policies
- 09-10 Health Reimbursement Voucher

Current School Insurance Coverage Policies and Programs

PA Cyber Charter School employees eligible for healthcare benefits are insured for medical, vision and prescription coverage through:

Healthcare Consultant:
Reschini Group (Crown Benefits)
Laurel Place, 922 Philadelphia Street
P.O. Box 1049
Indiana, PA 15701
Phone: 800-442-8047

Healthcare Benefit Providers:

Medical/Prescription Coverage:
Highmark
Fifth Avenue Place

120 - 5th Avenue, Suite 2311
Pittsburgh, PA 15222-3099
Phone:

Dental Coverage:
United Concordia
4401 Deer path Road
Harrisburg, PA 17110
Phone: 800-332-0366

Vision Coverage:
Davis Vision
159 Express Street
Plainview, NY 11803
Phone: 800-328-4728

Life Insurance Provider:

Life Insurance/AD&D - Short Term, & Long Term Disability Insurance:
Prudential Insurance Company of America
625 Liberty Avenue, Suite 1080
Pittsburgh, PA 15222
Phone: 412-577-5685

Workers Compensation Insurance:
The Netherlands Insurance Company of America
175 Berkeley Street
Boston, MA 02116
Phone: 888-280-5225

Current School Insurance Coverage Policies and Programs - Attachments

- 09-10 Benefit Information
- 09-10 Insurance Declarations

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The 2009-2010 professional staff for The Pennsylvania Cyber Charter School included 71 males and 197 females for a total of 268. The median age fell in the 30-50 category with 145 of the total,

with the under 30 category containing 89 of the total and the over 50 category containing 34 of the total. Every professional employee had at least a bachelor's degree. Seventy three employees had earned a Master's degree with 4 more holding a doctoral degree. All but 13 employees returned for the 2009-2010 school year, also an additional 45 professional staff members were added from the previous year.This high return rate is attributed to the fact that PA Cyber is an innovative, stimulating and educationally rewarding place to work. Adding additional staff is an ongoing process as enrollment numbers increase. The workplace is filled with positive energy and genuine enthusiasm.

Quality of Teaching and Other Staff - Attachments

- Staff Cert Snapshot 09-10
- Support Personnel 2009-2010
- Staff Assign Detail 09-10
- Staff Profile 2009-2010

Student Enrollment

a**.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.**

PA Cyber will maintain admissions policies that are consistent with PDE policies and guidelines. PA Cyber will not discriminate against any student on the basis of race, gender, religion, national origin, ancestry, creed, pregnancy, physical, mental, emotional, or learning handicap, marital status, or sexual orientation. PA Cyber enrolls students throughout the school year, but enrollment requires a face-to-face meeting with a member of the admissions staff and/or an Instructional Supervisor or member of the administration and the parent or guardian of the prospective student. Enrollment priority is given to siblings of enrolled students. If the CEO advises the Director of Admissions that capacity enrollment has been reached, then enrollment will be determined by lottery. Priority will be given to students from the Midland Borough School District.

PA Cyber has developed administrative policies and procedures that ensure full compliance with all laws pertaining to special education. As a part of the enrollment process, PA Cyber clearly explains to each parent of a special education student what can be expected from a cyber learning experience so that the parents can make an informed choice about their children's' education. PA Cyber is not always the best choice for a student with special needs, and every effort is made to be honest with a parent about a cyber school learning experience.

PA Cyber admits students throughout the year, but the majority of students enroll between March and August for the academic year that begins on August 31, 2010. A series of enrollment and informational seminars are held across the state during these months. The parent or guardian of every student must attend a face-to-face meeting to complete the enrollment process. When the program's capacity is reached, applicants' names are placed on a waiting list, where names are chosen via a lottery as spaces become available. Once enrolled, students do not need to reapply for subsequent years. Priority is given to siblings of current students and to residents of the Midland Borough School District.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

1. The age of beginners must be at least 5 years, 7 months by September 1 of the year of entry
2. The Kindergarten entry age is 4 years, 0 months at the beginning of the school term. This replaces the reference in the renewal application to “pre-kindergarten” .

Upon polling students as to where and why they left, the largest percentage returned to their resident school district. The main reason used was that they missed the daily social interaction with other classmates. Many believed that the curriculum at PA Cyber was more demanding than what they had previously experienced.

Provide the number of students who completed the 2008-09 year who are currently enrolled to return in September.

As of July 12, 2010 it is estimated that of the 8,336 students enrolled when the 200-10 school year ended that 6,410 of them are expected to re-enroll for the 2010-11 school year minus 919 graduates. This calculates to a 86% retention rate. However, prior experience has shown that there will be a larger number of students who will decide not to return in the August to September period. PA Cyber estimates that the retention rate will be approximately 85%.

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

During the 2008-09 school year there were approximately 18 students who were withdrawn after the ARB process. All others left voluntarily.

b.) **Discuss any trends in enrollment iincluding 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**.

One of the noticeable trends for the 2010-11 school year was the continued increase in the number of siblings enrolled for the 2010-11 school year. The projected number of students for the upcoming year is an approximate 12% increase from the 2009-2010 enrollment. We believe that satisfied students and parents and ‘word of mouth’ advertising by our families are reasons for this increase.

This year, as in the past, students who voluntarily withdraw can be classified into two major categories:

1. Students who return to ‘brick and mortar’ schools because they miss their friends and for socialization.

2. Students who leave PA Cyber because of a change in the family status i.e. job transfer out of state, divorce, separation, etc.

Enrollment at PA Cyber is kept open only until the number of instructional supervisors and their pre-determined ‘student load’ matches the total enrollment of the school. This will assure that the quality of student centered services can be fairly provided to all students. All efforts are made to accommodate the demand for enrollment by hiring additional instructional staff as needed.

There are currently no supporting documents selected for this section.

Transportation

The Pennsylvania Cyber Charter School provides no transportation to for its students. When parents of Special Education students incur a hardship when the need arises to transport their children to selected services and providers, the PA Cyber CS makes arrangements with the families to compensate them for this need.

Food Service Program

Pa Cyber CS does not participate in the FRL Program nor does it prepare any lunches for students and staff. Students do not physically attend the PA Cyber CS as they receive a significant amount of instruction via internet and other electronic means while at a remote location from the offices of the school. Employees arrange to bring their lunch to work or may use the 35 minutes alloted to them to obtain their lunch locally.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

Code of Conduct
PA Cyber exists to educate its students. The school will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

The following infractions in the Code of Conduct may subject the student to discipline up to and including suspension or expulsion, if the infraction occurs during the presentation of any learning opportunity or at any school event, activity, or function.

Cheating — acting dishonestly, copying, or using someone else’s work
Plagiarism- The act of taking someone else's ideas, words, or writing, and attempting to pass them off as your own or using them in any way without permission is an unacceptable educational

practice. Any student caught plagiarizing will receive a failing grade (0% — 59%) for the assignment in which the plagiarism occurred and be given a written warning. Any second offense will result in removal from the course. Students will not be provided an additional class to replace the one in which the plagiarism occurred. The student may elect to take a summer school class, if available, at their own expense, or repeat the class the following school year. Further instances of plagiarism will result in an Administrative Review Board (ARB) hearing
In addition, PA Cyber will honor the plagiarism policies of the following providers:
Lincoln Interactive course policy — plagiarism and cheating policies are found in course guides.
University of Missouri — plagiarism and cheating information are found in course information guides.
Calvert — judged on a case by case basis; first offense is a warning; punitive action for a second offense and subsequent offenses is at the discretion of the Calvert advisory teacher in conjunction with the Instructional Supervisor.
Insubordination — not accepting directions; refusing to cooperate with PA Cyber employees, agents and other representatives
Theft — taking property of another without right or permission
Fighting — participating in physical contact with one or more students, faculty, or staff of PA Cyber or any other person with the intent to injure
Vandalism — purposeful destruction, misuse, or defacing PA Cyber property
Profane/obscene language or gestures toward students/staff/teachers/others — using unacceptable, disrespectful words, terms, or gestures intended to embarrass or insult
Wrongful conduct — any action or inaction not specifically referenced in the listing above that impedes, obstructs, interferes, or violates the mission, philosophy, and regulations of PA Cyber or is disrespectful, harmful, or offensive to others or property

Drugs, Alcohol, and Tobacco
PA Cyber prohibits the possession and/or use of drugs, alcohol, illicit substances or tobacco products on school property or at school-sponsored events. Violators face a full range of disciplinary action including suspension or expulsion from school. They also may be prosecuted to the full extent of the law.

Weapons
PA Cyber prohibits the possession of any weapon(s) on school property or at school-sponsored events. Violators face a full range of disciplinary action including suspension or expulsion from school. They also may be prosecuted to the fullest extent of the law.

Harassment
PA Cyber requires all employees, students, and other individuals in the school environment to conduct themselves in an appropriate manner with respect of all employees, students, and other members of the school community.
Harassment in any form or for any reason based on religion, ethnicity, race, gender, sexual orientation, or disabilities is strictly prohibited.
“Harassment” includes remarks, gestures or physical contact, writing placed on school property or the display or circulation of written materials or pictures derogatory to either gender or to an individual’s sexual orientation. What constitutes sexual harassment is based upon reasonable perceptions of the complainant rather than the intent of the alleged harasser. Students who believe they are victims of harassment should report such occurrences to a PA Cyber school official, which includes Instructional Supervisors, counselors, or administrators.

Students engaged in any act of harassment that is in any way connected to anyone associated with PA Cyber will be subject to one or more of the following disciplinary actions:
Conference with parent or guardian
Removal from participation in extra-curricular activities
Suspension for up to 10 days
Long-term suspension for the remainder of the school term
Long-term suspension for the remainder of the school year i.e. longer than one term or semester

but less than a full year
Referral to an appropriate law enforcement agency
Permanent expulsion from the PA Cyber

Bullying Prohibited (Policy)
Bullying is a form of harassment. Bullying is defined as the repeated intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include but is not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or gender-based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within the school. Such conduct is disruptive to the educational process and, therefore, bullying is not acceptable behavior in PA Cyber and is prohibited.
Students engaged in any act of bullying that is in any way connected to any activity sponsored or supported by PA Cyber will be subject to one or more of the following disciplinary actions after initial contact of the parent or guardian by phone (when possible) or by written notice as the next option:
Conference with parent or guardian
Removal from participation in extra-curricular activities
Suspension for up to 10 days
Long term suspension for the remainder of the school term
Long term suspension for the remainder of the school year i.e. longer than one term or semester but less than a full year
Referral to an appropriate law enforcement agency
Permanent expulsion from the PA Cyber

Hazing Prohibited (Policy)
Soliciting, encouraging, aiding, or engaging in hazing on any school property at any time or in connection with any activity supported or sponsored by PA Cyber, whether on or off school property is strictly prohibited.
Hazing means any intentional, knowing, or reckless act meant to induce pain, embarrassment, humiliation, deprivation of rights or that creates physical or mental discomfort, and is directed against a student for the purpose of being initiated into, affiliated with, holding office in, or maintaining membership in any organization or club, or athletic team sponsored by PA Cyber and whose membership is totally or predominately other students from PA Cyber.

Students engaged in any hazing-type behavior that is in any way connected to any activity sponsored or supported by PA Cyber will be subject to one or more of the following disciplinary actions after initial contact of the parent or guardian by phone (when possible) or by written notice as the next option:
Conference with parent or guardian
Removal from participation in extra-curricular activities
Suspension for up to 10 days
Long term suspension for the remainder of the school term
Long term suspension for the remainder of the school year i.e. longer than one term or semester but less than a full year
Referral to an appropriate law enforcement agency
Permanent expulsion from the PA Cyber

Due Process
Public education includes students from many backgrounds. While PA Cyber supports individuality and growth, it must have rules to function effectively. PA Cyber must provide students, parents, school personnel and the public with a clear description of the minimum standards of behavior for all students. Ultimately, the PA Cyber School Board defines appropriate student conduct and presents a range of responses for use by school personnel to address individuals who exhibit inappropriate behavior.
All suspension and expulsion procedures are conducted according to due process.

The Office of the Director provides the student/parent/guardian written notice of the intent to suspend/expel.
The written notice includes reasons for the intended suspension/expulsion.
The notice states the time and place to appear before the Administrative Review Board for a hearing on the matter.
By their request, the student/parent, and/or representative has the opportunity to appear before the ARB to challenge the suspension/expulsion, or to otherwise explain the student's actions that lead to the intended suspension/expulsion.
The Office of the Director may grant an extension of the hearing date. If granted, all parties will be notified in writing of the new time and place for the meeting.

Student Conduct - Attachment

- 10-11 Student Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Pennsylvania Cyber CS within Beaver Valley IU 27 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

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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 Pennsylvania 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: Nick Trombetta **Title:** CEO
Phone: 724-643-1180 **Fax:** 724-643-2791
E-mail: nick.trombetta@pacyber.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Dave Jaskiewcz **Title:** President
Phone: 724-643-1180 **Fax:** 724-643-2791
E-mail: djaskiewicz@zoominternet.net

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

Identify the charter school's Special Education Contact Person.
Name: Megan Lindner **Title:** Assistant Director of Special Education
Phone: 724-643-1180 **Fax:** 724-643-2137
E-mail: megan.lindner@pacyber.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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