
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, July 13, 2012)

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

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Susq-Cyber CS

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

Length of Charter: 6/24/1998 - 6/30/2013 **Opening Date:** September 9, 1998

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

Percentage of Certified Staff: 100% **Total Instructional Staff:** 15 FTE

Student/Teacher Ratio: 20.8 - 1 **Student Waiting List:** 37

Attendance Rate/Percentage: 81.21%

Second Site Address, Phone Number and Site Director:

SusQ-Cyber Charter School operates from one administrative office located at 240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815. The financial offices are located in the CSIU16 at 90 Lawton Lane, Milton, PA 17847 in the business annex of the CSIU and are directed by Dale Martz, Financial Administrator, (570) 523-1155 ext. 2313, who is employed by the CSIU.

Summary Data Part II

Enrollment: 312 **Per Pupil Subsidy:** Regular ed. \$8,910 / special ed. \$17,778

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	13
Hispanic:	7
White (Non-Hispanic):	283
Multicultural:	9

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
60%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 53

Instructional Days and Hours

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

SECTION I. EXECUTIVE SUMMARY

Educational Community

Organizational Overview is really an executive summary about the Cyber School's past year. The SusQ-Cyber Charter School was created in 1998 by the Berwick Area, Bloomsburg Area, and Milton Area School Districts,. The SusQ-Cyber Charter School was the first Cyber School in Pennsylvania. It was visualized as a pull out program for 9th-12th grade public high school students. Originally students who wanted to enrich their academic programs could join the Charter School on a full-time or part-time basis and a personal education plan would be designed to deliver a variety of courses, using innovative technology, otherwise unavailable in the home school. The development of the Charter School Act altered this initial vision of the program by requiring that all students must withdraw from their home school and enroll full-time in the Charter School. The five years of operation from 1998 to 2003 were marked by program growth, changes in procedures, and a difference in the needs of the students enrolling in the Cyber School. The summer of 2002 brought major changes in the Cyber School as a result of the Act 88 requirements. The biggest change being that the cyber schools could not be re-chartered by local school districts but had to apply to the Department of Education for Charter Renewal. The original chartering concept of the three founding school districts and the CSIU, who was a major partner in the development of the Cyber School, changed over time by the increase in political and legislative activity surrounding cyber charter schools. The second five years of operation from 2003 to 2008 also saw growth, increased enrollment and an increase in staff. The first Charter Renewal was received in 2003, with a second renewal approved in 2008. The past two years has seen a drop in enrollment.

In 2012 the Cyber School graduated 39 students, which has brought the total graduates to more than 400 students over 14 years. Most of these students would not have earned a diploma without the Cyber School. This includes many students who are parents, who are emancipated, or who have medical problems. The Cyber School permits them to deal with the challenges life has given them and still complete their schooling. At the other extreme were students who left the traditional school to accelerate and concentrate on their studies. This year students graduated early in order to enroll in college or to enter the job market. In the past four years students have gone on to attend a number of colleges and post high school programs including: the University of Arizona, Lycoming College, Clarion University, Luzerne County Community College, Florida Atlantic University, Penn State University, Messiah College, Mansfield University, Penn Tech., McCann School of Business, Waynesboro University, and Bloomsburg University.

For dropouts the Cyber School is often the last hope to graduate. Several superintendents have requested the Cyber School enroll students that have been expelled by their districts. An alarming trend has been revealed that some school counselors and administrators admit to referring students to the Cyber School when the students express the desire to quit school.

SusQ-Cyber Charter School has remained small in size and has a local orientation through which students can have regular contact and dialog with their homeroom teachers. In 2011-2012 the Cyber School enrolled 312 different students from 68 different school districts statewide. To service these students in widely scattered areas the Cyber School staff were on the road meeting students at many libraries and community rooms to facilitate course testing and the PSSA tests.

All courses were delivered online; and courses and tutoring sessions were conducted using Elluminate to provide face-to-face lessons.

Mission

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

In 2003, SusQ-Cyber Charter School revised the mission and the following Mission Statement was submitted and accepted by the Department and was re-approved in 2008 with the third SusQ-Cyber Charter School Charter Renewal:

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

Vision

The overarching vision of the Cyber School was to provide a school without physical boundaries where students who otherwise could not complete their high school education are provided with a

last chance to do so. The Cyber School gives students the opportunity to graduate from high school while they contend with their health needs, economic hardships, social relationships, and parental responsibilities, which may have made attendance at a traditional high school no longer possible.

During the 2009-2010 School Year, as an outcome of administration attendance at NISL training, the Vision statement was revisited by administration and staff. In-service days were dedicated to refining the vision of the Cyber School. All staff participated in the redrafting of the vision, which was reviewed and approved by the Board of Trustees. The new vision is:

The SusQ-Cyber Charter School, in concert with parents and community, will provide all students, regardless of reason or need, a quality public education utilizing innovative technology and research-based curriculum to assist students in achieving their goals beyond graduation.

Shared Values

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

The aspects that make the SusQ-Cyber Charter School unique and innovative are that it provides an online school with courses completed online but combines that format with a network of support through both homeroom and course teachers who work with students online, on the phone, or at tutoring sessions held throughout the state. The Cyber School staff meets students at a number of partnering facilities including colleges and libraries, as well as community rooms. Students must take their midterms and finals in a proctored setting to ensure they are completing their own work. This commitment to providing direct support and face-to-face tutoring as the student needs it, as well as verifying student attendance and performance make the SusQ-Cyber Charter School unique.

The Board of Trustees of the SusQ-Cyber Charter School adopted the following belief statements as the core beliefs and values of the school community and they continue as the guiding philosophy of the SusQ-Cyber Charter School:

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

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

valued them as a person capable of succeeding. This was something they felt they had not received in their traditional school.

Academic Standards

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

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

SusQ-Cyber Charter School has been using the resources of the SAS site to ensure that curriculum is aligned with the PA Academic Standards during the curriculum review process, as well as in preparation of the Common Core Standards. Content area curriculum is written to include objectives, alignment with PA Academic Standards, activities, resources, assessments, remediation, and enrichment. Testing is designed to evaluate student's attainment of Academic Standards. The Pennsylvania System of School Assessment (PSSA) tests are also used to evaluate student's achievement of the PA Academic Standards. These scores are also used to assist the Cyber School in curriculum revisions and identification of remediation needs. Study Island was used again in 2011-2012 to assess and to remediate student progress in attaining proficiency in the academic standards. Preparations were started in the 2011-2012 year to account for the switch to Common Core.

Strengths and Challenges

The strengths of the SusQ-Cyber Charter School continue to be its small size and personal attention through which students have regular contact and dialogue with their teachers. In 2011-2012 enrollment numbers dropped. A Marketing Committee was formed to address the best ways to inform all Pennsylvania residents about the facts, truths, attributes, and advantages of the SusQ-Cyber Charter School. This will be accomplished through increased awareness, identification of target populations, and identification of enrollment targets.

The teaching staff of the Cyber School is all certified teachers who are dedicated to what they are doing. They believe in the students and strive to help them succeed. They work with students individually to help them deal with their school issues as well as the other issues in their lives. The Board is very committed to the target audience of At-Risk students and is concerned that the Cyber School not lose the personal touch of its program as it is forced to expand in order to survive.

Each year all courses are reviewed. In the 2011-2012 school year, a new primary course provider was implemented. The new provider allows greater incorporation of teacher-made materials and provides better chunking of the content. The courses are readily transitioned to the Common Core Standards. In addition, another special education teacher was hired for the 2011-2012 school year, allowing one teacher to support each of the four content areas: math, English, social

studies and science. This will assist in supporting the Keystone exams, which will be implemented in the coming year. In addition, Study Island continues to be utilized as part of the educational program.

As the school membership has spread across the state it has become imperative that teachers maximize the time they have in working with the students. This finds a renewed focus on using the technology to reach as many students as possible. This renewed focus also assists in teaching the students the 21st Century skills needed to be successful in today's society. The use of Elluminate, now Blackboard Collaborate, and the use of graphic tablets has been instrumental in reaching students.

SusQ-Cyber continues to struggle to build relationships with the families and communities. Family relationships were improved during the 2011-2012 by the implementation of several key items, such as a back to school event, family fun nights, open houses and parent-teacher conferences. The staff of SusQ-Cyber feel that it is important for the students to have the support of both school and home. By building the relationships, we hope to gain more parental participation. Community relations is something that we plan to address in the 2012-2013 school year.

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

Student retention is a challenge. During the 2011-2012 school year, we had 65 students drop-out and 58 students transfer back to their resident school district. Some of the change was attributed to the new curriculum provider, which many students did not like. This is in part to higher accountability requirements.

An additional challenge, which all schools face, but which was especially challenging for the Cyber Charter Schools, was the PSSA testing window. The compact nature of the window brought great pressure on the students taking the tests, as well as the staff charged with administering the tests. The amount of travel required to complete the tests was considerable.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barrett, John	SusQ-Cyber Charter School	Ed Specialist - School Counselor	CEO
Calarco, Wendy	SusQ-Cyber Charter School	Administrator	CEO
Cromley, Linda	SusQ-Cyber Charter School	Ed Specialist - School Nurse	CEO
Hummel, Kathleen	Retired from Central Susquehanna Intermediate Unit	Board Member	Board
Laubach, Camille	Berwick YMCA	Business Representative	Business Representative
Schroll, Cynthia	SusQ-Cyber Charter School	Secondary School Teacher	Teachers
Shipman, Karin	SusQ-Cyber Charter School	Administrator	Board
Wassmer, Bonnie	Greater Susquehanna Valley YMCA	Business Representative	Business Representative
Wilson, Daniel	SusQ-Cyber Charter School	Special Education Representative	CEO
Yuhas, Jarrad	SusQ-Cyber Charter School	Ed Specialist - Instructional Technology	CEO
Zerance, John	PPL	Board Member	Board

Goals, Strategies and Activities

***Goal:* Differentiated Instruction**

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

***Strategy:* Differentiate Instruction**

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

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

Description: Conduct through professional development opportunities.

Person Responsible Timeline for Implementation Resources

Calarco, Wendy	Start: 8/28/2012	-
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Finish: Ongoing

Status: Not Started — Overdue

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

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

Strategy: Increase Graduation Rate by 5% Over Previous Year

Description: School interventions are in place to identify students who are at risk of failing or dropping out of school. There are several tiers of this intervention including grade-level teachers, guidance, and the CEO.

Activity: Closely monitor all students to ensure they are on track to graduate within 4 years.

Description: A student support system has been implemented to identify and assist struggling students who are in danger of failing or dropping out of school.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Counsel parents as to what they can do to help students be academically successful.

Description: involve parents in students' progress. All parents/guardians have access to student grades and progress through the Student Information System.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Counsel students who may want to drop out of school

Description: SusQ-Cyber Charter School has developed a tier of interventions to identify and assist students at-risk for failing or dropping out of school.

Person Responsible Timeline for Implementation Resources

Barrett, John	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: New staff to counsel students and assist parents

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	\$176,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: continue students until graduated

Person Responsible Timeline for Implementation Resources

Barrett, John	Start: 8/28/2012	\$1,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: Continual review of student progress through development of a tiered intervention system

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: Utilize community resources

Person Responsible Timeline for Implementation Resources

Barrett, John	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Increasing Connection Speeds from students homes

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

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

Description: Students should acquire a high-speed internet connection of .5 Mbps or higher to support the necessary courseware provided. Verizon MiFis are provided to students who cannot provide the necessary internet connections.

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

Description: SusQ-Cyber Charter School reimburses families for the cost of the internet.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	\$3,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

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

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 78% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Student attainment of at least the 78% level in the math portion of the PSSA Assessment

Description: Improve student math performance.

Activity: Administer Study Island Benchmark tests to the students to assess their abilities.

Description: Assess student performance

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	\$5,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: Utilize remedial courses

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

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

Person Responsible Timeline for Implementation Resources

Shipman, Karin	Start: 9/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide training in the use of graphing calculators.

Description: Improve student skills

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide tutoring in Algebraic concepts.

Description: emphasis on needed skills

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

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

Person Responsible Timeline for Implementation Resources

Shipman, Karin	Start: 8/28/2012	\$3,600.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Study Island Benchmarks - Math

Description: Three math benchmark assessments are given throughout each school year to students in grades 9-11.

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

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

Person Responsible Timeline for Implementation Resources

Calarco, Wendy	Start: 8/28/2012	\$3,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Study Island training

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

Person Responsible Timeline for Implementation Resources

Calarco, Wendy	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Goal:* READING**

Description: At least 81% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

***Strategy:* Student attainment of at least the 81% performance level in the reading portion of the PSSA Assessment.**

Description: Improve student reading performance.

***Activity:* Administer benchmark assessments for reading and math**

Description: All students are required to participate in an orientation at the beginning of each school year. Benchmark assessments are embedded within the orientation process so that we may build a portfolio of each student's strengths and weaknesses. The assessments will be given to all students in grades 9-11 three times per year.

Person Responsible Timeline for Implementation Resources

Calarco, Wendy	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: Remediate student achievement levels

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/28/2012 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Individualize student instruction based on the results of the assessment.

Description: Benchmark assessments will help indicate student strengths/weaknesses and guide instructional practice

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/28/2012 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Purchase Study Island for use in PSSA/Keystone preparation.

Description: purchase Study Island Benchmark assessments

Person Responsible Timeline for Implementation Resources

Shipman, Karin Start: 8/28/2012 -
Finish: Ongoing

Status: Not Started — Overdue

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

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

Person Responsible Timeline for Implementation Resources

Shipman, Karin Start: 8/28/2012 \$3,600.00
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Study Island - Reading

Description: Three Reading benchmark assessments are given throughout each school year to students in grades 9-11.

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

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

Person Responsible Timeline for Implementation Resources

Calarco, Wendy	Start: 8/28/2012	\$3,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Study Island training

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

Person Responsible Timeline for Implementation Resources

Calarco, Wendy	Start: 8/28/2012	-
	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: Attain at least 95% participation rate in the 11th grade test

Description: Every effort will be made to reach student for test participation.

Activity: Ensure that students and parents are provided with information regarding required assessments via mail, email, and phone contact.

Description: Students and parents need to be made aware of SusQ-Cyber Charter School's expectations.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Mail, phone and email students and parents regarding mandated assessments

Description: Utilize varied contact methods

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: Every attempt will be made to contact a student for a make-up session if they are not present for testing.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Upgrade administrative computers.

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

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

Description: 21 New Apple iMac desktop computers were purchased for staff members for the 2009 school year. Computers are updated yearly and/or as needed.

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

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012 Finish: Ongoing	\$12,000.00
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Status: Not Started — Overdue

Goal: Upgrade student loaned computers.

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

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

Description: Each computer will be assessed on an individual basis.

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

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Repairs are performed in house if possible.

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012 Finish: Ongoing	\$5,000.00
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Status: Not Started — Overdue

Activity: Repairs are sent out for machines under warranty.

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012 Finish: Ongoing	\$2,258.00
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Status: Not Started — Overdue

Strategy: Student computers will receive annual updates.

Description: Since the 2009 -2010 school year all computers have been updated from Apple's Leopard to Snow Leopard to Lion which is the current operating system.

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

Description: Computers will be upgraded as needed.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/28/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

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:

Due to the transition of the School Improvement Plan site to ED Hub, the signed Assurance page will not be available until Friday, August 3, 2012. A copy of last year's plan is attached, until this year's plan can be uploaded.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance SIP

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The SusQ-Cyber Charter School utilizes a curriculum based upon a collection of courses which are assigned for students to complete in an individual program plan designed for each student based on the school transcripts of previously earned credits and activities. It is a 22.5 credit program which requires 4 credits in each of the major subject areas as well as specific electives and a graduation project. Foods and Nutrition is a required elective as is health and physical education. Electives in the humanities are required to complete the high school program.

All courses offered through the SusQ-Cyber Charter School must be aligned with the Pennsylvania Standards. The University of Missouri courses are aligned to the Standards. SusQ-Cyber has also developed its own courses which were built upon the Standards. SusQ-Cyber moved to a new provider the 2011-2012 school year. A careful selection process was used in the evaluation of course providers. The team ensured that the curriculum would address both Pennsylvania Standards and Common Core Standards. The other key factor in the selection process was keeping a focus on the student needs, and what would best engage them in the learning process.

SusQ-Cyber is a high school enrolling 9-12 grade students. Because many students enroll late in their high school career or partially through a school year, the curriculum offerings are modeled after the curriculum used in many of the home school districts. This is especially critical due to the number of students who return to their residence school. The curriculum of SusQ-Cyber, in many respects, is the same course content and scope and sequence offered in the tradition schools except varied in the method of delivery. Compass Learning Odyssey was implemented as the courseware provider for SusQ-Cyber students beginning the 2011-2012 school year, with SusQ-Cyber providing the certified teachers for each content area. The Compass Learning curriculum provides better content presentation, direct instruction, more student interaction, and better customization options based on student needs. These courses were individually adapted and adjusted by the teacher to address different student levels. Teachers have adapted these courses to meet their lesson plans and have created their own projects as well as required papers and additional activities. The science teachers use an online program which simulates lab experiments for chemistry, biology and physical science courses.

The certified SusQ-Cyber Charter School teaching staff provide in-depth, inquiry-based instruction which mirrors that offered in traditional high schools. The ability level of the student

determines the degree to which the student can be expected to use inquiry and how in-depth the student can go. Most courses require constructed essay responses to tests and quizzes, in addition to the traditional short answer and multiple-choice questions. Most courses also require journals, projects, and papers. There is an opportunity for students to delve deeper into the subject through additional exercises and enhanced study sections. Teachers contact students directly through the web to recommend additional study or additional activities, as well as to provide remedial exercises. Elluminate is used regularly to tutor students and present lessons.

As has been discussed above, a significant number of students are performing considerably below the standards in reading and mathematic skills at the point of enrollment. SusQ-Cyber tries to obtain the students' records from the various schools they have attended and checks to determine if they were receiving special education services. Students are assessed by Study Island Benchmarking to determine their levels of performance and to prescribe remedial work. After reviewing a student's transcripts a program is developed which will challenge the student while providing opportunity for success. Students who desire to accelerate their studies are only limited by the amount of time and effort they are willing to devote to their studies. There are some time limitations embedded into some courses that require certain time frames to be observed. This restricts the student from completing finals before activities and mid terms are completed. In addition to the benchmarking, Study Island is also used by the math and the English departments to increase student skill levels, and target student deficiencies in math and reading.

The students in a Cyber School must be actively engaged in their own learning because they cannot hide behind their classmates. The Cyber School student is highly visible in the virtual classroom and can be observed on a daily basis. The only grades cyber students can earn are the grades created through their own work. The strategies used are different from the types of strategies used in a traditional classroom. Students in the cyber world must be active participants from the moment they turn on the computer, log in, go to their homeroom, and select their first course of study. From there, students direct their own learning and each must take responsibility for setting personal goals for the class work he/she will accomplish. Students also determine when they will be ready to take their evaluations. Teachers continue to use synchronous instruction which requires students to access seminars and course lessons at specific times. These programs are presented using Elluminate and provide two-way dialogue. The use of writing tablets gives teachers the ability to critique writing in real time or for the math teacher to show the solution to a problem as it is being done.

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

Rigorous Instructional Program - Attachments

- Induction Plan approval
- Professional Education Plan Approval

English Language Learners

The SusQ-Cyber Charter School did not have any identified ELL students in the 2011-2012 school year. Prior to this year, SusQ-Cyber has had five ELL students enrolled, of which two graduated in June 2011. Since 2001 all enrolling students have completed a Home Language Survey as part of the enrollment process. The ESL Plan was developed and submitted in November 2002 that included an Instructional Support Specialist who was placed in charge of the ESL program with a Board approved position. Plans were put in place to address the needs of ELL students when they did enroll and a certified staff person is employed to serve the ELL students. The Cyber School Board of Trustees adopted an English as a Second Language Policy in 2003. If a student indicates on the home language survey, which is completed during the

enrollment process, that they qualify as a PHLOTES, a Woodcock-Munoz is administered and if it shows eligibility then the student is enrolled in ELL support activities. In 2005, the Board adopted a policy regarding the "Parent's Limited Right to Opt Out of ESL/Bilingual Programs" as required by the State Board of Education regulations. This policy limits excusal from ESL programs only upon written requests claiming religious conflicts.

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

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

English Language Learners - Attachment

- 2011-2012 LEP ACS

Graduation Requirements

The SusQ-Cyber Charter School Board of Trustees specifies in policy the graduation requirements for the Cyber School. These requirements include completion of specific courses and sequences as well as the completion of a culminating graduation project. Upon enrollment, each student has a graduation plan prepared which includes the completion of the required sequences of courses and electives to meet these graduation requirements. The graduation project is also included in this plan. The graduation project is guided by an on-line course developed by SusQ-Cyber and monitored by two certified teachers. The proficiency requirements and the importance of the PSSA are also explained at enrollment and repeated often. The Cyber School has created a standards based math course to address the math weaknesses of students in meeting the state standards.

The teachers have utilized purchased content from Compass Learning Odyssey and Study Island to tailor courses for use in remediation. These courses are utilized for remedial purposes for students who lack proficiency. For students who do not achieve proficiency on the 11th grade PSSA, or the 12th grade Retest, the Chapter 4 regulations also permit students to demonstrate proficiency as measured through local testing and remedial courses. The Cyber School uses the Study Island testings program for benchmarking to track proficiency. One problem the Cyber School has had in this area is the number of students who first enroll in the Cyber School during their 12th grade year or who are re-enrolling dropouts who are not proficient and/or who did not take the PSSA at their previous school. Tutoring sessions are available to students. This allows staff to address student deficiencies in math and reading, and to assist in attaining proficiency.

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

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

Keystone exams.

The guidance counselor has developed a more defined program of student counseling and monitoring student progress. The Curriculum Supervisor is responsible for administering the PSSA testing and has primary responsibility for student performance and AYP activities. She monitors Study Island and provides the curricular basis to the PSSA testing.

Special Education

The 2011-2012 School Year saw an increase in the number of special education teachers. With the additional teacher, the special education department now has four full time teachers and a special education supervisor. This has allowed a focus on specific content areas. One special education teacher is dedicated to supporting math, one to English, one to science and one to social studies.

No criteria is used for admission which would preclude special needs students from enrolling. During the 2011-2012 school year, the December Penn Data report showed 35 special needs students were enrolled. All due process forms including Procedural Safeguards Notifications, Invitations to Participate in IEP Meeting, NOREPS, and Requests to Evaluate have been followed. Courses are adapted by the teacher and revisions to IEPs are completed when needed.

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

Once a student is enrolled, if it appears on the part of the staff, that the student may be in need of special education services, the school will send a Request to Evaluate form to the parent along with a copy of the Procedural Safeguards Notice. Based on the changes in forms, if a parent requests an evaluation because they believe there is a need, the Permission to Evaluate - Evaluation Request Form is sent, followed up with the Permission to Evaluate - Consent Form. From that point, the process for evaluation begins and an Evaluation Report is prepared, followed by an ER Conference, an IEP Conference and a NOREP is prepared. Also when a student withdraws or graduates a NOREP is prepared. In the case of graduates, the Summary of Performance is also completed.

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

Special Education - Attachments

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

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Garrett Bloom	1	learning support	SusQ-Cyber	9	Special Ed Resource K-

			C.S.		12
Paula Onisick	1	learning support	SusQ-Cyber C.S.	10	Special Ed Resource K-12
Joshua Farr	1	learning support	SusQ-Cyber C.S.	8	Special Ed Resource K-12
Jennifer Welliver	1	learning support	SusQ-Cyber C.S.	8	Special Ed Resource K-12

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Secretary	SusQ-Cyber Charter School	.50
Special Education Supervisor	SusQ-Cyber Charter School	1.00

Special Education Program Profile - Chart IV

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

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No

PSSA RETEST	No	No	No	No	No	No	Yes
PASA	No	No	No	No	No	Yes	No
Study Island Assessments in Math and Reading	No	No	No	Yes	Yes	Yes	Yes
Standard Based Math Assessments	No	No	No	No	No	Yes	Yes
Language Arts Extensions	No	No	No	No	No	Yes	Yes
Math Extensions	No	No	No	No	No	Yes	Yes

Student Assessment

a) PSSA Test data has had a major impact on the setting of goals in the Cyber School for several years. Due to the fluid nature of the school's enrollment and the short time many students remain in the Cyber School, plus the fact that many students were either returning dropouts or were on the path toward dropping out of the home school when the home school recommended they enroll in Cyber School, the data can be devastating. The percentage of special needs students included in the PSSA Testing in 2007 was 25% which in a tested group of 24 students had a very statistically significant impact. In 2008 that number had dropped to a more reasonable 16%. The percentage of special education students tested for 2008-09 school year was 17%. The percentage of special education students tested in the 2010-11 school year remained at 17%. The percentage of special education students tested for 2011-2012 was 20%. The importance of participation has made participation by 100% of the students a major goal. With a small student test population attainment of the 95% participation rate can be difficult if more than one student is absent from the test. The Cyber School also improved its graduation rates for the 2008-2009, the 2009-2010, and the 2010-2011 school years. Over the past few years, the biggest area of concern has been the math scores, followed by the reading scores and graduation rate. However, with the new formula for calculating graduation rate using the 4-year cohort in place, the graduation rate is now our greatest area of concern. According to the 2011-2012 AYP report, the Cyber School has improved performance percentages in both math and reading to meet AYP standards. However, the Cyber School did not meet the target for graduation rate based on the state's new calculation despite increasing percentages. The need to make the mark in achieving these scores is the foremost goal of the Cyber School. The math teacher hired in 2005-2006 to specifically address the deficiencies in math scores made an impact. Graphing calculators, algebra assessment materials, and a math consultant helped raise the math scores. Tutoring and special instruction is also provided. There was a significant increase in the PSSA scores in math with more students scoring proficient and advanced than in previous years. An additional Math teacher has been hired as well as an additional English teacher. Overall from 2005 to 2008 there has been a steady increase in the number of students who have scored in the proficient and advanced categories even if an insufficient number to make PPI or Safe Harbor in 2008. The problem remains to raise those students in the lower categories. In 2007-2008 SusQ-Cyber missed making AYP by 4.3 points in the Math PPI. AYP in reading was achieved with the Confidence Interval calculation. One or two more students scoring proficient or advanced could have changed these results because of the small number of scores involved in the calculations. Only 16 students were included in the AYP calculation. Of the 16 who were included in AYP, five were proficient or advanced in math and 11 were proficient or advanced in reading. In 2008 the number of students scoring proficient and advanced in reading was higher than in 2007 and the number scoring basic and below was significantly lower than in 2007. However, the number of students scoring below basic was significantly higher than in 2006. In math the number scoring basic and below was lower than in 2007 while the proficient and advanced slipped.

The PSSA data from 2008-09 indicated that SusQ-Cyber made AYP in all 7 of the reporting categories, and was moved from Corrective Action II to "Making Progress." A total of 48 students were tested; however, only 19 students were included in the AYP calculation. AYP for both Math

and Reading was made with the application of the Confidence Interval. The Graduation Rate also showed improvement.

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

PSSA data from 2009-2010 indicates 4 of 7 targets met, which placed SusQ-Cyber into Corrective Action II - 2nd year. Fifty-One (51) of the 52 enrolled students were tested. Of the 51 tested students, 32 were included in the AYP calculation. SusQ-Cyber saw a decrease in the number of proficient students in both Math and Reading. Math scores dropped to 15.6% with only 5 students showing proficiency, and Reading scores dropped to 28.1% with 9 students making proficiency.

PSSA data from 2010-2011 indicates 5 of 7 targets met, placing SusQ-Cyber into Corrective Action II - 3rd year. Of the 72 students enrolled and tested, 30 were included in the AYP calculation. Math scores plummeted to 6.7% reflecting 2 proficient students, while Reading scores rebounded slightly to 33.3% showing 10 proficient students. AYP in Reading was made using Safe Harbor with Confidence Interval.

A major factor in the PSSA scores is the low numbers of students included in the results. The number of 11th grade students tested in 2010-2011 was 72. Only 30 of those students counted for AYP. The other 42 who took the PSSA were scored but not counted as they enrolled after October 1st. Of those students whose scores were not counted 13 were advanced or proficient in Math, and 22 were advanced or proficient in Reading. Longevity of enrollment in the school is another impacting factor. Forty-Four were enrolled after October 1, 2010. An additional thirteen were enrolled after October 1, 2009. Seven students are no longer enrolled.

PSSA data from 2011-2012 indicates 4 of 5 targets met, placing SusQ-Cyber into Corrective Action III - 4th year. Of the 42 students enrolled and tested, 25 were included in the AYP calculation. Math scores soared to 40% reflecting 10 proficient students of the 25 calculated for AYP, and Reading scores increased to 40% reflecting 10 proficient students of the 25 calculated for AYP. Graduation rate was the only area of AYP that was not met.

Locally administered individual assessment tests are used as another measure of student proficiency as is being done in the resident districts. The Study Island Benchmark tests are used to establish a baseline of proficiency to measure the progress of a student and measure whether his/her proficiency increased during the course of the year. Because so many Cyber School students are new to the Cyber School, the year they take their PSSA test there is no prior year experience level for comparison. If they enroll during the summer and before October 1st their scores count in the AYP calculations. When students enroll without ever having taken a Pre-Algebra course it is a daunting task to prepare them to take the PSSA in April. The PSSA for 11th grade requires a general knowledge of Algebra II and Geometry in order to attain proficiency. Students' progress on their educational plan is monitored by the teachers who observe students by computer and follow up with emails and phone calls when necessary. Grade-level teams have been established and student interventions were implemented during the 2011-2012 school year. Students receive a schedule for the completion of their courses and this is used as the completion expectations for the mid-marking period reports and the report card grades. Report cards are issued four times per year. Teachers track the students progress and

record the contacts which they have had with the students. Teachers grade their own courses and are in continual contact with their students.

b.) All students are assigned a homeroom teacher who checks their progress and remains in contact with them through emails, on-line chats through the programs or by phone when necessary. Homeroom teachers are part of a grade level team. The team meets twice per month to address student concerns. Students who are falling behind in their courses receive additional contacts from the teachers. The teams also make referrals to the guidance counselor who contacts the students and families to implement interventions in order to get the students back on track with their courses. The attendance officer monitors attendance daily to determine any problems of student attendance and contacts students and parents when absences occur. The attendance clerk also makes referrals to the guidance counselor who again reaches out to the students and families. If the guidance counselor is not able to address effective change for the families, a request is made for the CEO to contact the parent regarding the student's lack of performance and to request a conference or meeting with the staff. During these conferences, a determination is made as to whether the problem is due to lack of ability or lack of effort. If the student is placed in the course and is not able to do that level of work then differentiated instructional practices are incorporated into the course, so that it may be better adapted to meet the needs of the student. If the evidence reveals that the student is not applying himself to the tasks, then the teachers will increase contact and set goals for the student to meet. This may involve parental contact to obtain better monitoring of student work in the home. It may be that a Cyber School is not the appropriate placement for the student. When this is determined, the parent and student are counseled regarding this outcome.

Teachers are available to tutor students, to review what their problem areas are, and to set up plans for achievement that the student can follow between tutoring sessions. Tutoring sessions may be held on line using Elluminate, or teachers may meet with students at various locations throughout the state which include libraries in the students' home area, at university library facilities, or at community centers. Teachers and tutors do not go to students' homes except in very rare situations. These visits are approved by the CEO and only with full parent participation. This situation may require two staff members to be in attendance.

Substantiation of the effectiveness of this process is the increases in success of students and the steady increase in the graduation rate. SusQ-Cyber successfully achieved its graduation rate goal to make AYP for 2008 and 2009. Due to changes in the calculation of graduation rates, and the implementation of the 4-year cohort, SusQ-Cyber did not meet the graduation rate goal to make AYP for 2010 or in 2011. However, we continue to see an increase in the number of graduates. This year 39 students graduated. A number of those who did not complete the requirements of the senior year are being retained to finish in January or June of 2013. If the goal of the student is to graduate, the Cyber School provides every opportunity at its disposal to make that goal achievable. The reaction of the graduates who attend graduation makes it a very emotional and joyful accomplishment for students, parents and staff.

Student Assessment - Attachment

- 2011-2012 Local Assessment data

Teacher Evaluation

- a) 1. Instructional I staff members were evaluated a minimum of twice a year using PDE 426 form.
2. Instructional II staff members were evaluated a minimum of once a year using PDE 428 form.

3. The Curriculum Supervisor and the CEO observed and evaluated all teachers. The Special Education Supervisor participated in the observation and evaluations of the special education teachers.

4. The teacher and the respective administrative team met for a pre-observation conference prior to the lesson.

5. The lesson was observed.

6. The teacher and the team met in a post-observation conference to discuss the appropriate form, either the PDE 426 or PDE 428.

7. Staff members sign the Rating Form and may submit comments to be attached if the staff member disagrees with the rating.

8. Recommendations for staff development activities are included and discussed at the conferences.

b.) The Curriculum Supervisor holds a Supervisory Certification in Curriculum and Instruction, as well as a principal's certification. The Special Education Supervisor holds a certification in Special Education. The CEO is completing a principal's certification program through Edinboro University.

c.) The Curriculum Supervisor participates in the Curriculum Coordinator meetings held at our local Intermediate Unit. Additionally, the Curriculum Supervisor is taking classes towards a doctoral degree.

The Special Education Supervisor participates in the Special Education Supervisor's meeting held by our local Intermediate Unit. The Special Education Supervisor regularly attends the Special Education Leadership Conference.

The CEO is taking courses towards a principal's certification program. In addition, the CEO has attended PILS training in Courses 1, 2, and 3.

The administrative team meets on a monthly basis, and regularly reviews the teacher evaluation process. Based on the trainings attended, information is shared at the team meetings. Topics are identified for staff meetings to ensure teachers are current. A Board approved staff handbook is revised each year and reviewed with the staff, including its contents and implications. This provides assurance that the evaluator(s) and the staff have an understanding of expectations.

Teacher Evaluation - Attachment

- 2011 Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the Annual Reorganization Meeting in September 2011, the Board of Trustees re-elected officers for the 2011-2012 school year as directed by the Bylaws. Mr. William Allison was elected President. Mr. John Zerance was elected Vice President. Ms. Kathleen Hummel was re-elected Secretary. Mr. Edward Sowul was re-elected Treasurer. Dr. Donald Baumgartner was re-elected

Assistant Treasurer; and Mrs. Terri Lazar, non-voting member, was appointed Assistant Board Secretary. Two board positions remained vacant.

As part of the enrollment process, parents are encouraged to serve on the board or on school committees. Whenever there are terms expiring or vacancies due to other causes, the parents are advised and encouraged to apply to be elected to the board. This was done with both current and new enrollees. As a result of this effort, the two board vacancies were filled in January 2012, by Dr. Edward Keller, and Mrs. Lisa Keller.

Due to the resignation/retirement of the Administrative Consultant in June 2011, changes were made to build an effective administrative team. This was done by implementing a summer retreat, establishing monthly team meetings, and working to maintain and increase communication.

Board of Trustees

Name of Trustee	Office (if any)
Mr. William Allison	President
Mr. John Zerance	Vice-President
Mr. Edward Sowul	Treasurer
Ms. Kathleen Hummel	Secretary
Dr. Donald Baumgartner	Assistant Treasurer
Ms. Margaret Baumgartner	Member
Ms. Kathy Bohinski	Member
Dr. Edward Keller	Member
Mrs. Lisa Keller	Member

Professional Development (Governance)

Most of the members of the board have experience with school boards either as members or as school personnel. When elected to the board, the CEO supplies new members with copies of the By-Laws, The Sunshine Law, the Ethics Forms and information regarding conflicts of interest. Every year the CEO makes presentations at the Board meetings regarding the Ethics Law reporting. Board members are invited and encouraged to attend conferences and workshops. The Board discusses future planning at one meeting a year or calls a special meeting or two each year for this discussion. The CEO provides in-service information to the board members. The Cyber School has a policy regarding the reimbursement of Board Members for mileage expenses they incur in attending pre-approved meetings, conferences, and workshops as a way to take off any financial burden from Board members to encourage their attendance at in-service activities. The Board also belongs to The Pennsylvania Coalition of Public Charter Schools. The PCPCS is a source of information and potential training for board members. Each year board members are encouraged to attend the PCPCS/PDE sponsored annual conference and some have done so in the past.

Coordination of the Governance and Management of the School

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

and the Board expects the CEO to report to them about PDE initiatives and generally keep them informed of any PDE issues being promulgated.

Coordination of the Governance and Management of the School - Attachment

- 2011-2012 Board Meeting Dates

Community and Parent Engagement

The SusQ-Cyber Charter School Board of Trustees seeks parental involvement in school activities and especially participation on committees and membership on the Board of Trustees. The Board through the CEO requests parental participation during the enrollment process and then whenever there is a vacancy on the Board notifies parents of the vacancy and requests those interested to apply. The CEO utilizes parents and community to serve on committees and asks for their assistance with Graduation Projects by providing job-shadowing opportunities for students. There also are opportunities for the community to assist students in the community service aspects of the graduation projects. The Board budgets for parental involvement activities and seeks opportunities to involve them in the program. Because of the age and family status of many of the students there are fewer involved parents willing to take part in school activities than are desired. This is much the same as in the high schools of the area.

Efforts to increase parental involvement during the 2011-2012 school year were successful. A Back-to-School event was held at Knoebel, a local amusement park, in August 2011. This was open to all currently enrolled students, parents, teachers, board members, other school staff, and the previous year's graduates. This provided a relaxed setting to meet and greet. An Open House was held during November 2011. At that time Parent-Teacher Conferences were also held. The school was opened up for parents and students to visit. All staff were in attendance, and various school activities were displayed for all to see, such as the field trip and Graduation 2011. Two separate Family Fun Nights were held; one in November and one in March. These targeted different locations in the state to meet our students and their families. All of these initiatives are planned for the 2012-2013 school year, with the hopes of increasing the number of events.

As we attempt to improve relations, and keep parents informed and involved, we are seeing changes in the attitudes and approach of the parents. This is evidenced by the parental presence on the board, as well as the willingness of parents to voice their concerns about public education and their support of charter schools.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The SusQ-Cyber Charter School has not held any fund raising activities. No activities are planned at this time; however, budgetary concerns may change this, pending board approval.

Fiscal Solvency Policies

The SusQ-Cyber Charter School follows the accounting and expenditure rules contained in the school code. In addition, the By-laws have specific requirements for the financial accountability of the Cyber School. These procedures include: solicitations of quotes and bids; legal scrutiny of contracts; board review and approval of expenditures over \$200; line item budgeting process

which references codes in the PA Chart of Accounts; requirement for two board officer's signatures on all checks; board designee approval of purchase orders; and board approval of all leases and contracts. A policy exists which provides a mechanism for paying bills between Board meetings and a new more detailed reporting format for budget expenditures. Each year during budget preparation the Charter School projects its ending fund balance position and utilizes this information in planning expenditures during the upcoming fiscal year. The Charter School has maintained a positive fund balance since fiscal year 2000-2001 which continues through the 2012-13 Budget. In 2009-10 the Board created a reserve of unrestricted fund balance to address the issue of increasing retirement contributions and established a reserve that will set aside monies to meet this escalating cost. Additional monies were placed into that reserve during the 2011-2012 budget preparations. In the Spring of 2010 the actuarial Firm of Conrad Siegel performed a GASB 45 Post Employment Benefit Plan Actuarial Valuation as of July 1, 2009, for the Cyber School for the purpose of financial statement reporting.

Accounting System

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement 2012

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

Herring and Roll, of Sunbury, PA has been the contracted auditing firm since August 2004 and did the audit of the 2010-2011 school year. The audit of the 2011-2012 school year has been awarded to the same firm by the Board of Trustees. The Audit is conducted using the GASB 34. They perform an exceptionally thorough audit. The 2010-2011 Audit Summary Report is attached since the 2011-2012 Audit Summary has not been completed and submitted to the Board of Trustees. The 2011-2012 Audit is expected in late November or early December 2012. The audit requires the financial records for 2011-2012 to be complete. The AFR, which is an integral part of the audit, is not due until October 15, 2012.

Therefore, the most recent audit is the 2010-2011 report, which is attached according to the stated directions. The audit report contains no findings or exceptions.

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

- 2011 Local Audit

Citations and follow-up actions for any State Audit Report

No state audit was conducted during the 2011-2012 school year. The most recent state audit was conducted summer 2010. The audit report was received in January 2012, with the board of trustees acknowledging receipt of the report at their February 2012 meeting.

There was one finding and one observation identified. Additionally, a follow-up was conducted on a previous finding.

Finding - Lack of Memorandum of Understanding. There was no Memorandum in place at the start of the audit. This was rectified before the audit was completed, with administration working in collaboration with the Local Chief of Police to create the document.

Observation - Vendor System Access and Logical Access Control Weakness. The Technology Supervisor was charged with policy revisions. Due to staff turnover, this responsibility has been shifted to the senior department member, as the Technology Supervisor is no longer on staff. Policies are being finalized, and will be presented to the board for approval, after review from the solicitor. Best practice has been implemented concerning authentication and password security. Staff are prompted to update their password every marking period. The servers have been set up to log user access, which is reviewed regularly by the technology department, and any concerns are brought to administration.

Status - Due to the finding on Ethics Statements from 2004, a follow-up of current Ethics forms was conducted.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2011-2012 the SusQ-Cyber Charter rented an additional room, as well as purchased office equipment (file cabinets, printer and server backups), some of which was to accommodate the addition of staff and some as maintenance to keep our systems current by replacing inadequate equipment. Retired laptops and computer equipment continues to sell on a word of mouth basis. Any funds obtained by the sale of this equipment went back into the general fund to offset needed expenditures. The Board budgeted for these acquisitions and authorized their purchase.

Future Facility Plans and Other Capital Needs

The Administrative offices of the SusQ-Cyber Charter School are located at 240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815. The business office of the SusQ-Cyber Charter School remains at the CSIU. SusQ-Cyber utilized 4,969 square feet of space in the facility for the 2011-2012 School Year. While use of the facility has allowed for expansion and growth, parking is an issue. Additionally, there are no rooms available for expansion, as they have all been rented.

Because of the concern that the building may soon no longer meet the needs of the school, a building committee was formed during the 2011-2012 school year. The committee is addressing this concern, and has started to search for appropriate space to meet the current operating needs, and allow for additional growth and expansion.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The SusQ-Cyber Charter School operates its offices in facilities leased from the Ben Franklin Technology Partners. They provided all compliance with health and safety regulations at the local

and state level. Ben Franklin Technology Partners who operates the Bloomsburg Regional Technology Center, holds all inspections and general permits. Drills are conducted through Ben Franklin and Emergency Plans are operated by Ben Franklin. The school nurse maintains all student health records and immunization records in locked files. The Annual School Health Report is completed as part of SHARRS, an electronic reporting system. The school nurse prepares her section of the report, the Business Management input the financial information to the Report, the CEO completes and submits the Report to the PA Dept. of Health.

The 2011-2012 Annual School Health Report is due September 30, 2012. The reimbursement will be received after the report is reviewed. The Commonwealth of Pennsylvania School Immunization Report is due October 15 each year. This report requires information on Kindergarten enrollment and seventh grade enrollment. SusQ-Cyber has no kindergarten or seventh grade enrollment. Because this is a Cyber School it does not have bus evacuation drills, and fire drills and emergency evacuation drills are conducted for the staff. An automatic external defibrillator (AED) is located in the staff work room. The school nurse conducts in-service training and re-certification of all staff in CPR, the use of the AED, and first aid. Training is conducted yearly, as needed.

The SusQ-Cyber Charter School does not participate in the Federal School Lunch Program and does not have a food service program. However, the Cyber School is mindful of the requirements of good nutrition and enacted a Wellness Policy that addresses the areas of nutrition and utilizes the school nurse in promoting healthy lifestyles. The Cyber School requires all students who have not had a foods and nutrition course to take that course while enrolled in Cyber School. The nurse conducts height, weight, vision, and hearing screenings every year for all students. In addition she does blood pressure screenings and body mass assessments. She counsels students about nutrition and makes referrals to the family or to the school physician. She also monitors the 11th grade physicals. The Cyber School has adopted the practice of not supplying sugary drinks for use during PSSA testing and encourages students to drink water or juice that we provide. If ever necessary, SCCS provides a healthy lunch for the students on test days. The nurse has been aware of this issue and serves as a designee on the SusQ-Cyber wellness committee. The nurse has counseled teachers regarding food offered to students on field trips. Students are required to participate in a physical education program every year they are enrolled and must take a health course during their high school years.

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

- 2011 - 2012 School Health Report
- Immunization Report 2011
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Insurance Coverage

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

Insurer	Type of Insurance	Limits
Ohio Casualty	Commercial General Liability	Each Occurance \$1,000,000
	Violent Event Response Coverage	Damage to Rented Premises \$100,00
		Med Exp (any one person) \$5,000
		Personal & Adv Injury \$1,000,000
		General Aggregate \$1,000,000
	Products-Comp/OP Aggr \$1,000,000	
Ohio Casualty	Automobile Liability	Combined Single \$1,000,000
Ohio Casualty	Hired & Personal Inland Marine	Computer Equipment \$730,970
Builders Ins. Group	Workers Comp & Employers' Liability - Rate based on estimated total wages paid - currently \$1,166,185	Each Accident \$100,000
		Disease - Each Employee \$100,00
Philadelphia Ins. Cos.	Directors & Officers Liability & Employment	Disease - Policy Limit \$500,000
		Each Policy Period \$500,00
Philadelphia Ins. Cos.	Practices Liability Treasurer's Bond	Aggregate Limit \$500,00
		Limit \$50,000
Philadelphia Ins. Cos.	Employee Dishonesty	Retention -0- Blanket Limit \$50,000
Harleysville Insurance	Term Life	\$50,000
Harleysville Insurance	Short Term Disability	Weekly Benefits based on wages (Max 13 weeks)
		Minimum Weekly Benefit \$15
		Maximum Weekly Benefit \$500

Health care coverage is provided through the Central Susquehanna Health and Welfare Trust. SusQ-Cyber is a member of the Trust.

Insurer	Type of Insurance
Capital Blue Cross	Health - Traditional & PPO
Capital Blue Cross	Dental & Vision

Current School Insurance Coverage Policies and Programs - Attachment

- 2012 Certificate of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The SusQ-Cyber Charter School teaching staff is 100% certified teachers. Staff turnover has been limited. Changes are attributed to creation of new positions to address growth, or retirements. In 2011-2012 the Cyber School added a Special Education Teacher. There was also a change in the administrative team, as the former Administrative Consultant retired. The following chart maps the Cyber School staff and does not include those staff contracted through course ware providers who are also certified and whose records and evaluations are maintained by their contracting agencies.

Total Number of Professional Staff 2011-12 ---- 19

Returned from Previous School Year ---- 18

Were with the School for Entire School Year ---- 19

New Hires During Year ---- 0

Projected Professional Staff for 2012-2013 ---- 18

This count does not include secretarial, administrative assistants, computer technicians and the CEO which adds 6 more staff.

Quality of Teaching and Other Staff - Attachments

- 2011-2012 PDE 414
- 2011-2012 HQT ACS
- 2011-2012 Staff ACS

Student Enrollment

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

New students are added to the Student Data Base/PowerSchool and become part of the listing of enrolled students. The data base/PowerSchool entry includes information required on the state child

accounting reports, No Child Left Behind statistics, and other reports collected through PIMS. The Cyber School attendance clerk reviews daily attendance information and contacts students and parents when they are not logged onto their courses. The courses calculate time on task for students and record submissions. Absence excuses are online and the parent can complete them and email them to the school. As a further backup the administration has the capability to monitor all student's computers to determine whether they are working on courses. This permits the Cyber School to have direct control of the student's computer and to assess what they are doing online.

The attendance clerk records attendance in PowerSchool. PowerSchool tabulates and calculates the data for the annual state attendance reports. The attendance data is categorized by district of residency and can disaggregate data as required under NCLB. The administrative side of this system permits the Cyber School staff to access the data and verify data as well as to change data if the parent contacts the school to make corrections after submission. The Cyber School staff can also change data or enter attendance if, for example, the student does not attend a scheduled PSSA testing day for which they are marked truant unless there is a medical excuse. The validity of the report is as accurate as it can be and is based upon the same standards that are used by traditional schools in accepting written excuses from parents to substantiate student absences. In cases of extended absences such as hospital stay or childbirth that caused an absence, the parent submits doctors' excuses. The attendance clerk checks student attendance daily and contacts those who are absent to confirm their status. Unexcused absences are addressed according to the school regulations and result in truancy notices and fines for those under 17 and can result in those over 17 being dropped when they are absent more than ten days without valid excuse.

Monthly student data sheets are extracted from the system and are the basis of the monthly billings sent to the districts. There is ongoing dialog with some sending districts to ensure the accuracy of enrollment and withdrawal data between the district and the Cyber School. Where this occurs there is less issues regarding enrollment and billing. The monthly student data sheets provide a summary of new enrollments, withdrawals, and special education students' IEP dates. This data is also extracted and submitted via PIMS to fulfill the Child accounting requirements. Those districts that refuse to pay their tuition are given at least one month of grace before their bills are submitted to PDE for deduction from their monthly subsidy.

Since chartered the SusQ-Cyber Charter School has operated on an open enrollment policy. Admission to the SusQ-Cyber Charter School is open to any Pennsylvania resident student who meets the residence and age requirements of law and the charter. Students must have completed the 8th grade and must verify their residency in the school district where they claim residency. The Cyber School had students enrolled from 68 school districts across the state for the 2011-2012 school year.

The Cyber School does not use a lottery. It does use a waiting list during the summer. Students are placed on the waiting list in the order in which they call to apply for admission. They are then contacted for enrollment in the same order as they appear on the list. The enrollment in the Cyber School is within the guidelines of those established in the Charter. The Cyber School implemented a rolling enrollment practice in 2008-2009 to limit the time that students wait to be fully enrolled after they submit their paperwork for enrollment. Every applicant must be fully enrolled and equipped with computer and courses within five days.

Following PDE child accounting directives, the Cyber School notifies students and parents that non-attendance will not be tolerated and students who are illegally absent are referred to their home district for prosecution for truancy. Students over the age of compulsory school attendance who are absent 10 consecutive days without a legal excuse are withdrawn after the school has warned them to contact the Cyber School regarding their lack of attendance and work or they will be withdrawn because they were not attending as evidenced by recording attendance or demonstrating work on courses. In most cases the student and parent respond and get back on track. If they do not contact the Cyber School they are sent a second letter that they are beyond the age of compulsory school

attendance and it must be assumed they have chosen to not attend the Cyber School.

Enrollment information has been sent to 37 students who were on the waiting list and responses have been received from 6 students who have completed the enrollment process for August 28, 2012. Additional students are enrolling on-line and more are expected during August.

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

- **Enrollment History 2011-2012**

Grade 9

Initial enrollment - 22

Added during 2011-2012 - 26

Dropped by 6/30/12 - 16

Students transferred to: The Academy (1) Berwick Area SD (1) Central Columbia SD (1) Danville Area SD (1) Delaware Valley SD (1) Lewisburg Area SD (1) Milton Area SD (1) Scranton SD (1) Selinsgrove Area SD (1) Wallenpaupack Area SD (1) Homeschooled (1) Incarcerated (1)

Grade 10

Initial enrollment - 53

Added during 2011-2012 - 26

Dropped by 6/30/12 - 38

Students transferred to: Agora Cyber Charter School (1) Berwick Area SD (2) Bloomsburg Area SD (1) Central Columbia SD (1) Crestwood SD (1) Donegal SD (2) EdOptions Online Academy (1) The Genesis School (1) Hazleton Area SD (1) Philadelphia City SD (1) Selinsgrove Area SD (3) Shamokin Area SD (2) Shikellamy (3) Susquehanna Intermediate Unit (1) Homeschooled (1)

Grade 11

Initial enrollment - 41

Added during 2011-2012 - 27

Dropped by 6/30/12 - 31

Students transferred to: Agora Cyber Charter School (1) Bloomsburg Area SD (1) Danville Area SD (1) Keystone Central SD (1) Mechanicsburg Area SD (1) Mifflinburg Area SD (2) Milton Area SD (2) Quakertown SD (1) Selinsgrove Area SD (2)

Grade 12

Initial enrollment - 87

Added during 2011-2012 - 29

Dropped by 6/30/12 - 87

Students transferred to Agora Cyber Charter School (1) Berwick Area SD (4) Columbia-Montour AVTS (1) Danville Area SD (2) Hazleton Area SD (1) Line Mountain SD (1) Milton Area SD (1) Northwest Area SD (1) Philadelphia City SD (1) Pleasant Valley SD (1) Schuylkill Haven SD (1)

Shikellamy SD (1) Sullivan County SD (1) Williamsport Area SD (1) Schenectady, NY SD (1)
Homeschooled (1)

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

Grade 9 -- (13)
Grade 10 -- (37)
Grade 11 -- (45)
Grade 12 -- (46)
Total ----- (141)

Number of new students who have enrolled for the September opening of school--6
Total current enrollment for 2012-2013--147

- Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily
- No students were expelled and no students were required to leave except for those referred to the home school for truancy

Grade 9 -- Total who left school W-6 (3) Entered other school (11) Incarcerated (1) Runaway (1)
Grade 10 -- Total who left school W-6 (16) Entered other school (21) Moved out of state (1)
Grade 11 -- Total who left school W-6 (15) Entered other school (12) Early graduate (4)
Grade 12 -- Total who left school W-6 (31) Entered other school (20) Graduated (35) Moved out of state (1) Retained in 12th grade (29)

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

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

The students who withdrew in 2010-2011 fell into several major categories. One group was students who found the Cyber School not to be what they had expected and decided to return to their home school and their friends. A second group was the students who were on the verge of dropping out of their home school or had already dropped out and then enrolled in the Cyber School either to satisfy a parent, or because their school counselor or principal convinced them to give school one more try in the Cyber School. A third group was those students who dropped out of Cyber School to take the GED. A last group is those students who were not performing in the home school due to poor attendance and grades and believed the Cyber School would be an easy alternative. However, attendance and schoolwork are required in the Cyber School and these students found it easier to drop out or return to their previous school than to attend and do the required work. Students with attendance problems in their home school who also had attendance problems in the Cyber School did not remain enrolled.

The enrollment in the Cyber School is within the guidelines of those established in the Charter. The Cyber School implemented a rolling enrollment practice in 2008-2009 to limit the time that students

wait to be fully enrolled after they submit their paperwork for enrollment. Every applicant must be fully enrolled and equipped with computer and courses within five days.

There are currently no supporting documents selected for this section.

Transportation

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

Food Service Program

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

Student Conduct

a) The SusQ-Cyber Charter School has a parent/student handbook, which is reviewed with parents and students prior to enrollment. The handbook includes all policies relating to students and student behavior. The policies cover all aspects of student discipline including suspension and expulsion, students' rights and responsibilities, and due process. The discipline policy is reviewed for content each school year. Students are required to indicate in writing that they have received the discipline policies and that they agree to abide with them. Discipline Policies are included on the school web-site.

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

b) No students were expelled or suspended in 2011-2012.

Student Conduct - Attachments

- Discipline Policies
- Bullying Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Susq-Cyber CS within Central Susquehanna IU 16 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school's Chief Executive Officer.

Name: Karin L. Shipman **Title:** Ms.
Phone: (570) 245-0252 **Fax:** (570) 245-0246
E-mail: kshipman@csiu.org

Signature of the Chief Executive Officer and Date

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

Name: William Allison **Title:** Mr.
Phone: (570) 245-0252 **Fax:** (570) 245-0246
E-mail: teachcadd@verizon.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

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

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurance Operate 2012
- Assurance Comply 2012