



Monday, May 18, 2015

Susq-Cyber CS  
Patricia Leighow  
240 Market Street Suite 15  
Bloomsburg, PA 17815

Greetings Patricia Leighow:

Please be advised that the comprehensive plan for Susq-Cyber CS is complete and has been accepted by the Pennsylvania Department of Education for implementation during the July 1, 2014 to June 30, 2017 cycle. The Department is available to work with you to implement your plan. You are encouraged to use the indicators of implementation and effectiveness to monitor the progress of the execution of your Action Plans throughout this cycle.

This letter confirms that the Susq-Cyber CS meets the Chapter 4, 12, 16, and 49 requirements.

As a Phase 2 LEA, the next due date for the Comprehensive Plan is 11/30/2016. For any questions regarding the implementation and/or modification of the comprehensive plan, please contact either Susan Blyth ([sblyth@csiu.org](mailto:sblyth@csiu.org)) at Central Susquehanna IU 16 or the Comprehensive Planning Support Team ([paplanning@caiu.org](mailto:paplanning@caiu.org) or 717-732-8403). Should you have questions or concerns related to Comprehensive Planning, please contact the Division of Planning at 717-346-8048.

We look forward to working with you.

Sincerely yours,

Bob Staver | Chief  
Division of Planning  
Bureau of Teaching and Learning  
Pennsylvania Department of Education  
333 Market Street, 3<sup>rd</sup> Floor  
Harrisburg, Pa 17126-0333  
(717) 783-6583  
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Susq-Cyber CS

**Charter School Plan**

07/01/2014 - 06/30/2017

# Charter School Profile

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## Demographics

240 Market Street  
Suite 15  
Bloomsburg, PA 17815  
(570)245-0252

AYP Status:	None
CEO:	Patricia Leighow
Date of Local Chartering School Board/PDE Approval:	6/30/2008
Length of Charter:	5 years
Opening Date:	8/24/1998
Grade Level:	9-12
Hours of Operation:	8:00 am - 3:30 pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	11
Student/Teacher Ratio:	14:1
Student Waiting List:	8
Attendance Rate/Percentage:	83.10 %
Enrollment:	130
Per Pupil Subsidy:	8713
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	66.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	31

## Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	3.00
Hispanic	4.00
White (Non-Hispanic)	117.00
Multicultural	6.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	0.00	0.00	0.00	180.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	990.00

## Planning Process

- The Charter School planning process began as an element of teacher grade-level meetings, staff meetings, and administrative meetings.
- The CEO is ultimately responsible for the overall Charter School Plan.
- Communication with all stakeholders is conducted weekly (grade-level meetings), monthly (staff/Board of Trustees/administrative meetings) and end of year staff and administrative meetings. Information on student performance, school initiatives, and relevant topics is addressed on a regular basis.

## Mission Statement

The SusQ-Cyber Charter School will use the Internet or other emerging technologies to deliver an educational program to high school students who are trying to obtain their high school diploma. It will deliver a personalized educational program to learners who express the desire and/or demonstrate the need for non-traditional, flexible delivery of curriculum. 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 that will credit them for past courses earned and outline 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. It will be *"A School Without Walls."*

## Vision Statement

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.

## 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 2013 the Cyber School graduated 37 students, which has brought the total graduates to more than 420 students over 15 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, Temple 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. To service 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 Keystone tests.

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

## Board of Trustees

<b>Name</b>	<b>Office</b>	<b>Address</b>	<b>Phone</b>	<b>Email</b>
Mr. William Allison	Vice President	240 Market Street Box 1A, Suite 15 Bloomsburg, PA 17815	570-245-0252	teachcadd@verizon.net
Dr. Edward Keller	President	240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815	570-245-0252	eckeller@ptd.net
Mrs. Lisa Keller	Member	240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815	570-245-0252	keller4@ptd.net
Mr. Christopher Keller	Member	240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815	570-245-0252	cjkinpa@gmail.com
Mrs. Paula Keller	Member	240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815	570-245-0252	paulak863@gmail.com
Mr. Edward Sowul	Treasurer	240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815	570-245-0252	esowul@verizon.net
Mr. John Zerance	Secretary	240 Market Street, Box 1A, Suite 15, Bloomsburg, PA 17815	570-245-0252	john.zerance@verizon.net

## Board of Trustees Professional Development

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 CEO provides in-service information to the board members. 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.

## Governance and Management

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.

## Student Enrollment

Students must currently be entering the 9th grade (at minimum) in order to attend SusQ-Cyber Charter School. Students must be residents of Pennsylvania. Immunizations must also be current in order to gain enrollment to SusQ-Cyber Charter School.

### Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

### Files uploaded:

- Student Enrollment & Admissions Policies & Procedures.pdf

### Registration Policy

Registration Policy

*PDF file uploaded.*

### Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

*PDF file uploaded.*



## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
1112	178	185	0	Transfer, drop out, graduate	81
1213	150	166	0	Transfer, drop out, graduate	36

### Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1112										35	41	39	55
1213										44	44	46	35

## Planning Committee

Name	Role
William Allison	Board Member
Joyce Amick	Parent
John Barrett	Ed Specialist - School Counselor
Robyn Barrett	Elementary School Teacher - Regular Education
Kristin Busch	Ed Specialist - Other
Linda Cromley	Ed Specialist - School Nurse
Noah Hennig	Instructional Technology Director/Specialist
Lisa Keller	Parent
Christopher Keller	Business Representative
Edward Keller	Business Representative
Paula Keller	Community Representative
Terrell Lazar	Administrator
TO MEET SCHOOL LEVEL MEMBER REQUIREMENT-CP TEAM	Intermediate Unit Staff Member
Paula Onisick	High School Teacher - Special Education
Caleb Petrin	Elementary School Teacher - Regular Education

Lara Sabatino	Community Representative
Cynthia Schroll	Middle School Teacher - Regular Education
Karin Shipman	Administrator
Elizabeth Shotwell	Middle School Teacher - Regular Education
Gale Tumisto	High School Teacher - Regular Education
John Zerance	Board Member

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are currently 9th through 12th grade.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies,	Non Existent	Non Existent

Science and Technical Subjects		
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are currently 9th through 12th grade.

#### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are currently 9th through 12th grade.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Accomplished
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We do not offer an American School counselor Association for Students. We do not offer any World Languages, as these are very challenging to successfully teach in a cyber setting.

### *Adaptations*

#### **Elementary Education-Primary Level**

*No standards have been identified for this content area.*

#### **Elementary Education-Intermediate Level**

*No standards have been identified for this content area.*

#### **Middle Level**

*No standards have been identified for this content area.*

#### **High School Level**

- Arts and Humanities

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

SusQ-Cyber Charter utilizes a standards-based curriculum (Compas Odyssey) which is also aligned to the Common Core ELA and Math Standards. Each of the courses checked above is aligned to either the PA Standards or to the ELA and Math Common Core Standards.

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

*This narrative is empty.*

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

SusQ-Cyber currently educates grades 9-12 and does not offer primary grades.

#### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Not answered

studies to be achieved by all students are identified for each subject area.	
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

*This narrative is empty.*

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

SusQ-Cyber currently educates grades 9-12 and does not offer intermediate grades.

### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

*This narrative is empty.*

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

SusQ-Cyber currently educates grades 9-12 and does not offer middle school grades.

### **High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards	Developing

are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum provider being utilized by SusQ-Cyber (Compass Odyssey) provides all objectives and standards for each of the subject areas.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Compass Odyssey curriculum is customizable by the teaching staff. Modifications and Accommodations are made to the curriculum based upon need and is often driven by a student's IEP.

## **Instruction**

### ***Instructional Strategies***

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

#### **Regular Lesson Plan Review**

- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Level I Instructors are observed at minimum two times per year. A mid-year and final evaluation are conducted for each Level I Instructor. Level II instructors are observed two times per year with one end-of-year final evaluation.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

SusQ-Cyber is in the process of developing a peer evaluation/coaching model to implement for the 2014-2015 school year. We are too small to have department supervisors or instructional coaches. There are two teachers per content area.



### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was SusQ-Cyber currently educates grades 9-12 and does not offer primary grades.

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was SusQ-Cyber currently educates grades 9-12 and does not offer intermediate grades.

#### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was SusQ-Cyber currently educates grades 9-12 and does not offer middle school grades.

#### **High School Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in

	50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

A cyber charter school is not required to provide gifted education services to students possessing GIEPs. SusQ-Cyber has a very low % of gifted students at this time. However, we do have a plan to augment instruction to meet the needs of all learners.

### *Recruitment*

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

There are only two content instructors for each content area. Students are usually assigned to an instructor based on which instructor is assigned to teach the course.

### **Assessments**

#### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 14/15</b>	<b>SY 15/16</b>	<b>SY 16/17</b>
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives	4.50	4.50	4.50
Minimum % Grade	65.00	65.00	65.00

Required for Credit (Numerical Answer)			
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### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		X				
Career Education and Work						X
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				
World Language						

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

### *Methods and Measures*

**Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Keystone Exams (Algebra 1, Literature, Biology)				X
Project-based assessments				X

**Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Study Island Benchmark-Assessments (Math, Literature, Science)				X

**Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Compass Odyssey activity quizzes				X
Compass Odyssey lesson quizzes				X
Teacher generated assessments				X
Classroom interactive assessments (synchronous instruction)				X

**Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
CDT's -Math, Literature and Science				X

***Validation of Implemented Assessments***

<b>Validation Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review				X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

The curriculum provider's (Compass Odyssey) content including assessments is reviewed by the Curriculum Supervisor and the instructional staff.

***Development and Validation of Local Assessments***

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### ***Collection and Dissemination***

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Data is generated through quarterly benchmarking using Study Island's Benchmarks for Math, Literature and Science. A formal report is generated and shared during staff meetings. Grade level teams are also provided with data analysis to help guide instructional practice at each grade level. A data team has been created to assist in evaluating the PVAAS and eMetric tools. Each teacher is responsible to design instruction based on individual student data.

### ***Data Informed Instruction***

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The assessment data collected from benchmark and teacher-generated assessments reveal specific areas in need of remediation. An individualized student plan is then put into place for each deficient area. This capability exists within the parameters of the curriculum provider's program.

### ***Assessment Data Uses***

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				X
Instructional practices modified or adapted to increase student mastery.				X

Provide brief explanation of the process for incorporating selected strategies.

Each instructor is provided with a detailed report from the Benchmark assessment for each student completing the assessment. Instructors then employ best-practice strategies to address student academic needs. Best-practice strategies are shared by staff via department, grade-level and staff meetings. Individual instructor best-practice strategies are housed within our student management system for teacher access. Necessary modifications are made for students with IEPs or for any student in need of modifications, with the end goal of mastering the learning objective.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings				X
Letters to Parents/Guardians				X
Local Media Reports				
Website				X
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				X
Newsletters				
Press Releases				
School Calendar				X
Student Handbook				X

Provide brief explanation of the process for incorporating selected strategies.

State testing requirements and student responsibilities regarding such are included in the student handbook. The school Web site and calendar indicate testing dates. Letters regarding specific assessment information are sent to students/parents prior to the testing window (approximately 1 month in advance). A school-wide assembly is held (online) for students involved in the assessments. Information, dates, locations and times of testing as well as student expectations are discussed. Reminder phone calls and emails are sent to students prior to and during the designated testing windows.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

SusQ-Cyber Charter School will develop a monthly newsletter detailing upcoming events (including state-mandated assessments). The PDE and AYP Web site addresses will be included in subsequent letters to parents regarding the details of the assessments.

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management				
Peer Helper Programs				
Safety and Violence Prevention Curricula				
Student Codes of Conduct				X
Comprehensive School Safety and Violence Prevention Plans				
Purchase of Security-related Technology				X
Student, Staff and Visitor Identification Systems				
Placement of School Resource Officers				
Student Assistance Program Teams and Training				X
Counseling Services Available for all Students				
Internet Web-based System for the Management of Student Discipline				

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Charter School has implemented school-wide assemblies, which will address such topics as school safety, bullying and cyber bullying, conflict resolution and many other topics.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling				X
Attendance Monitoring				X
Behavior Management Programs				
Bullying Prevention				
Career Awareness				X
Career Development/Planning				X
Coaching/Mentoring				X
Compliance with Health Requirements –i.e., Immunization				X
Emergency and Disaster Preparedness				X
Guidance Curriculum				
Health and Wellness Curriculum				X
Health Screenings				X

Individual Student Planning				X
Nutrition				
Orientation/Transition				X
RTII/MTSS				X
Wellness/Health Appraisal				

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications				X
Administration of Medication				
Assessment of Academic Skills/Aptitude for Learning				X
Assessment/Progress Monitoring				X
Casework				
Crisis Response/Management/Intervention				X
Individual Counseling				X
Intervention for Actual or Potential Health Problems				X
Placement into Appropriate Programs				
Small Group Counseling-Coping with life situations				X
Small Group Counseling-Educational planning				X
Small Group Counseling-Personal and Social Development				X
Special Education Evaluation				X
Student Assistance Program				X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)				X
Home/Family Communication				X
Managing Chronic Health Problems				



Managing IEP and 504 Plans				X
Referral to Community Agencies				X
Staff Development				X
Strengthening Relationships Between School Personnel, Parents and Communities				X
System Support				X
Truancy Coordination				X

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings				X
Letters to Parents/Guardians				X
Local Media Reports				
Website				X
Meetings with Community, Families and Board of Directors				
Mass Phone Calls/Emails/Letters				X
Newsletters				
Press Releases				
School Calendar				X
Student Handbook				X

### ***Communication of Student Health Needs***

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings				X
Individual Screening Results				X
Letters to Parents/Guardians				X
Website				X
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook				X

### ***Health and Safety***

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	NA
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	NA
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	NA
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	NA
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

Description of the responsibilities of the Charter School nurse(s)

The school nurse ensures compliance with health regulations in regards to screenings, physical examinations and immunizations. She provides training to all staff in CPR and First Aid. The school nurse is a member of the SAP team.

### *Food Service Program*

Describe unique features of the Charter School meal program

Not applicable

### *Safety and Security*

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

SusQ-Cyber has policies in place that address bullying and cyber bullying, weapons and dangerous instruments, and drug and alcohol. The building is a secure building utilizing a

call box to gain access to the school. Students, staff and visitors must sign in upon entry to the building.

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

#### **Wellness Policy**

The school wellness policy

*PDF file uploaded.*

#### **Health Reimbursement Policy**

The school policy regarding Health Reimbursement

*DOC file uploaded.*

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

#### **Current Insurance Accord**

The school's current Insurance Accord

*PDF file uploaded.*

#### **Certificate of Liability**

The school's Certificate of Liability

*PDF file uploaded.*

#### **Insurance Coverage Details**

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

#### **Files uploaded:**

- Insurance Coverage Details.pdf

### ***Transportation***

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Not applicable

#### **Free Transportation Eligibility Requirements**

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

*No file has been uploaded.*

### ***Student Conduct***

<b>Charter School's Code of Student Conduct</b>	<b>Answer</b>
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

*This narrative is empty.*

#### **Code of Student Conduct**

The school's Code of Student Conduct

*PDF file uploaded.*

### ***Frequency of Communication***

**Elementary Education - Primary Level**

- Never

#### **Elementary Education - Intermediate Level**

- Never

#### **Middle Level**

- Never

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The SusQ-Cyber staff works very closely and collaboratively with the special education department. Specific meeting times are set aside each week for coordination of course work between the general education and special education staff. In addition, staff may coordinate informally during plan periods.

### *Community and Parent Engagement*

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

The Board of Trustees promotes and sanctions various community school-related activities throughout the school year. SusQ-Cyber hosts a back-to-school event at Knoebel's Grove and two additional "Family Fun Night" events throughout each school year.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Since SusQ-Cyber currently educates 9-12 graders coordination with infant and toddler centers is addressed for students who are pregnant or parenting. This is accomplished through the Parent Mentoring program. Students are also referred to programs such as

Project Elect and Nurse Family Partnership. Tutoring is provided by the teachers. This is done through our virtual classrooms. Teachers work with individual students to coordinate times.

### ***Preschool Agency Coordination***

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Not applicable

## **Materials and Resources**

### ***Description of Materials and Resources***

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
---	---------------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

SusQ-Cyber's curriculum provider has a wealth of materials and resources that align to the state standards. The courseware is customizable to meet the instructional needs of all learners.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **SAS Incorporation**

#### **Elementary Education-Primary Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered



Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered

School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms

	classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

SusQ-Cyber utilizes a curriculum provider for the majority of the materials and resources for the courses provided to our students.

### *Fiscal Solvency Policies*

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The majority of materials and resources are online and housed within the curriculum provider. Materials needed by the students, such as textbooks and calculators, are shipped at the beginning of the year. Students are responsible to return the material at the end of the school year. The school sends out self-addressed stamped envelopes for the students to use in returning those materials.

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 2013-14 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 Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

All financial records are maintained following the Manual of Accounting and financial Reporting for Pennsylvania Public Schools utilizing Quick Books accounting software. The data is manually entered into the PDE Reports. Budget and Annual Financial Reports are submitted electronically. All budgeting, accounting and reporting is done following the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools and is in accordance with Generally Accepted Accounting Principles (GAAP). GASB 45 is also followed and an analysis report was performed during the 09-10 school year, and renewed for a three year period beginning July 1, 2012, by Conrad Seigel Actuaries and utilized for reporting Ohter Post Employment Benefits (OPEB).

## Professional Education

### Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				X
Empowers educators to work effectively with parents and community partners.				X

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's				X

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

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development is continuously provided to staff based upon the needs of both the school and the individual instructors. Student achievement data is reviewed and analyzed along with a needs assessment from each instructor. The professional development is based upon the results of the data collection.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Through Professional Learning Communities, both teachers and administration will work collaboratively through classroom observations by focusing on such factors as planning, preparation, content know, instructional delivery and professionalism. Analysis of student work and quantifiable data, will enhance SusQ's educational characteristics.

### ***Strategies Ensuring Fidelity***

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Each teacher develops a professional development plan in conjunction with a school administrator. This plan is reviewed at the mid point and end of the year to ensure the fidelity of the process.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### **Induction Program**

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

Inductees participate in monthly meetings with their designated mentors. In addition, a mid-year and end-of-year meeting is scheduled to ensure progress of the plan. Each element of the induction plan is validated by either the mentor or the administrator of the plan.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The Induction Plan was last revised in 2008, prior to the launching of the SAS site. Classroom management does not apply to the cyber setting. An updated plan will address and include professional development regarding SAS and crisis management.

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Inductees participate in monthly meetings with their designated mentors. In addition, a mid-year and end-of-year meeting is scheduled to ensure progress of the plan. Each element of the Induction plan is validated by either the mentor or the administrator of the plan.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

Each of the unchecked categories will be addressed and implemented into the revised Teacher Induction Plan.

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentor teachers are selected based upon numerous criteria, including but not limited to, instructional performance, successful student and teacher interaction, student success rates, and Level II Instructional status.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

The SusQ-Cyber staff is too small to ensure a content area match to a mentor.

### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				
Best Instructional Practices		X				
Safe and Supportive Schools				X		
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners		X				
Data informed decision making			X			
Materials and Resources for Instruction			X			

If necessary, provide further explanation.

*This narrative is empty.*

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Inductees participate in monthly meetings with their designated mentors. In addition, a mid-year and end-of-year meeting is scheduled to ensure progress of the plan. Each element of the Induction plan is validated by either the mentor or the administrator of the plan.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.



- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

# Assurances

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## Brick and Mortar Charter Schools

*No policies or procedures have been identified.*

## Cyber Charter Schools

The cyber charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))

- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))

- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

SusQ-Cyber has implemented a new standards-aligned curriculum that is customizable and aligned to the PA core standards in English Language Arts and Mathematics. It is a rigorous curriculum that can be differentiated to meet the various needs of our student population.

### Accomplishment #2:

SusQ-Cyber had implemented an effective Co-Teaching model. Content area teachers and special education teachers work side by side to develop and deliver research-based strategies and best practices to our student learners in addition to the direct instruction they receive via the online curriculum. A special education teacher is working with regular education teachers in each of the four content areas (Language Arts, Mathematics, Science, and Social Studies). This model is presently suspended due to furloughs, and will be reinstated when possible.

## Charter School Concerns

### Concern #1:

Graduation rate

### Concern #2:

Performance on state-mandated assessments for all students (PSSA/Keystones).

### Concern #3:

PVAAS indicates that SusQ-Cyber students failed to show a year's growth in any performance level in Reading or in Math.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #0*) In the past the curriculum program that SusQ-Cyber Charter School utilized was not aligned with the PA Core. The curriculum was entered into SAS and areas of deficiencies are now addressed through outside materials.

**Systemic Challenge #2** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching



# Charter School Level Plan

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## Action Plans

### Goal #1: Increase Graduation Rate

#### Related Challenges:

- Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.
- Establish a system within the charter school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system within the charter school that fully ensures each member of the charter school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a system within the charter school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees, is comprehensive, and is implemented with fidelity in order to meet the specific needs of students.
- Establish a system within the charter school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement.

#### Indicators of Effectiveness:

Type: Interim

Data Source: A Truancy Elimination Plan (TEP) has been implemented

Specific Targets: Increased academic success and attendance

Type: Interim

Data Source: Grade level meetings

Specific Targets: Increase in attendance and academic performance

Type: Interim

Data Source: Study Island Benchmarking

Specific Targets: Average improvement after each assessment administration

### **Strategies:**

#### *Strategy 1*

**Description:**

Professional development will focus on analyzing data and adjusting instruction to address student needs.

**SAS Alignment:** None selected

#### *Strategy 2*

**Description:**

At-risk students will be identified by staff members. Contact and interventions will be provided via email, phone, and face-to-face meetings by teachers, guidance and/or administration.

**SAS Alignment:** None selected

### **Implementation Steps:**

*Provide ongoing professional development opportunities focusing on best practice and research-based instructional strategies for reading and math.*

**Description:**

In-service days are established on school calendar. Agendas include relevant professional development. Act 48 hours are granted to participating staff members.

**Start Date:** 8/29/2013    **End Date:** 6/2/2017

**Program Area(s):**

**Supported Strategies:**

- Strategy 1

*Dropout prevention***Description:**

Grade level teams meet weekly to identify students who are falling behind, truant, and/or academically at risk. This list is passed on to the the Guidance department who then contacts each individual student who has been identified. The intervention process is then implemented.

**Start Date:** 8/29/2013    **End Date:** 6/2/2017

**Program Area(s):****Supported Strategies:**

- Strategy 2

*Initiate TEPs when deemed necessary by staff***Description:**

Homeroom teachers will monitor the students assigned to them. Any concerns with attendance and/or grades will first be addressed with the student by the homeroom teacher. Communication with parents by the homeroom teacher will also be essential. If no changes are seen a referral is made to administration. The intervention process is documented and then implemented.

**Start Date:** 8/29/2013    **End Date:** 6/2/2017

**Program Area(s):**

**Supported Strategies:**

- Strategy 2

**Goal #2:** Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Related Challenges:**

- Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.
- Establish a system within the charter school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Keystone Exam Results

Specific Targets: Student demonstrated knowledge on standards

***Strategies:******Strategy 1*****Description:**

Professional development will focus on analyzing data and adjusting instruction to address student needs.

**SAS Alignment:** None selected

***Implementation Steps:***

*Provide ongoing professional development opportunities focusing on best practice and research-based instructional strategies for reading and math.*

**Description:**

In-service days are established on school calendar. Agendas include relevant professional development. Act 48 hours are granted to participating staff members.

**Start Date:** 8/29/2013    **End Date:** 6/2/2017

**Program Area(s):**

**Supported Strategies:**

- Strategy 1