

# Pennsylvania



## Charter Schools

# Annual Report

## 2003 – 2004

**To be submitted August 1, 2004**

Commonwealth of Pennsylvania  
Department of Education  
Vicki L. Phillips, Secretary  
333 Market Street  
Harrisburg, PA 17126  
[www.pde.state.pa.us](http://www.pde.state.pa.us)

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## **2003-2004 Annual Report**

# **Pennsylvania Charter Schools**

## **INTRODUCTION**

Each year charter schools are required by law to submit an annual report to the Secretary of Education and local charter granting Board of School Directors. The annual report is a public accounting of the charter school's progress at meeting its annual measurable goals. The information in the annual report is also used by the local charter granting Board of School Directors in the decision making process when determining the five (5) year renewal of the charter. The Annual Report also provides a resource for charter school board of trustees, administrators, parents and students to measure how well each individual school's programs are serving students.

### **The Pennsylvania Accountability System**

The Pennsylvania Accountability System (which incorporates No Child Left Behind Act) requires that all schools be accountable to the students, parents, and communities that they serve. The annual report is an opportunity for charter schools to identify strengths and weaknesses in their educational programs and to show how they are making progress at meeting the common set of annual measurable goals identified in the new Pennsylvania Accountability System.

### **Annual goals and school improvement**

The 2003-2004 Annual Report requires charter schools to describe measurable goals. These measurable goals include those from the chartering agreement, both academic and non-academic; those that are required under the Pennsylvania Accountability System and any new or yearly goals that the charter schools want to add. All of these goals must be expressed in

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measurable terms. (See Addendum A for examples of measurable goals.) In addition, this report requires charter schools to describe how they are using current data in their school improvement planning process. Charter schools should examine the information provided in the Annual Report and use it to determine strengths and areas of the school operation that may need improvement as they plan for the future.

### **Submitting the Annual Report**

Charter Schools should download the format of the 2003-2004 Annual Report from the PDE website and submit to the Department of Education by an email at [ra-CSAR@state.pa.us](mailto:ra-CSAR@state.pa.us) as a “Word Document” attachment. **Charter Schools are to use the 2000 or earlier version of Microsoft “Word” and save the document as “Name of School” Annual Report. [Example: Apple Charter School 2003-2004 Annual Report].** Charter schools are encouraged to create a disk copy of the Annual Report and keep it at the school as a back up. Any attachment documents mailed to the chartering School District or the Department should have the school identified on each page. Indicate in the email any attachments that will be mailed. Charter schools are encouraged to include a data disk with any paper copy of the Annual Report submitted to the local chartering School District and the Department.

**Timeline for submission**

**Charter Schools are required to complete an Annual Report and submit a copy of that report by August 1, 2004 to the:**

President, Board of School Directors of the chartering School District

And

Pennsylvania Department of Education  
Office of School Services  
Charter Schools  
333 Market Street, 5<sup>th</sup> Floor  
Harrisburg, PA 17126-0333

The Office of School Services, Charter Schools at the Department of Education will notify chartering School Districts in writing when a Charter School has not submitted an Annual Report to the Department.

## **SECTION I. EXECUTIVE SUMMARY**

**The Western Pennsylvania Cyber Charter School** is a Pennsylvania public charter school whose doors are open to any qualified resident student in Pennsylvania. The Western Pennsylvania Cyber Charter School was issued a charter by the Midland Area School District in the year 2000 in accordance with Act 22 of 1997 Charter School Law.

The school operates K to grade 12 programs for students statewide. During the 2003-04 school year 2090 students were enrolled. Two hundred four students were eligible to graduate in the schools graduation ceremony held on Thursday, June 10, 2004.

Besides offering courses over the internet, a distinct facet of the school is the fact that many students have demonstrated their readiness and capability by taking community college classes either on-line or on-campus. These qualified students may take up to 3 courses or 10 college credits per semester. This enables students to be involved in the Dual Credit Program that awards both high school and college credits.

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

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

The WPCCS also provides special education services through the special education department and the Director of Special Education. The WPCCS participates in the PSSA statewide testing program in accordance with guidelines set forth by the Pennsylvania Department of Education.

The Western Pennsylvania Cyber Charter School provides a free and appropriate course of study to the children of Pennsylvania families using high-quality, accredited courses of study, certified teachers, and state-of-the-art technology. WPCCS has established the highest standards of student achievement and educational standards using both technology and regular contact among students, parents and staff.

Our mission is to meet the educational needs of children whose families have decided to make a commitment to our educational model. Working closely with parents overseeing their children's schoolwork, WPCCS provides a custom-made curriculum, online instruction and feedback, and other support activities to ensure academic success.

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

### *Western Pennsylvania Cyber Charter School Vision Statement*

*Western Pennsylvania Cyber Charter School will be dedicated to providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.*

*As the leader of cyber education in Pennsylvania, WPCCS will continue to develop best practices and will be a model of academic excellence.*

One of the major ongoing initiatives that began in 2003 and will continue for years to follow is the development of WPCCS's own curriculum known as Lincoln Interactive courses. Currently we are in the process of completing nearly 35 internet based interactive courses developed by many of our highly qualified staff and also contracting the expertise of master certified teachers throughout the state of Pennsylvania for other courses.

The WPCCS major development in the area of significant delivery of instruction via the internet (electronic means) began in early Spring 2003 with implementation scheduled for the fall semester 2003. The success of this program has prompted more widespread continuation of this initiative. This project, label the Virtual Classroom, enables certified instructors to interact with students in a real-time mode whereby the instructor teaches students on-line (presently audio interaction but with video capabilities) during regularly scheduled times during each day of the school year. This method of delivery far surpasses text messaging that is currently being used in some cyber charter schools in Pennsylvania and in other parts of the United States. This mode of delivery sets the WPCCS apart from other cyber charter schools in the state. Another positive step was taken to improve delivery of foreign languages and ELL with a licensed agreement with Auralog and inclusion of this software in our Virtual Classroom. Discussion boards and live-tutoring sessions for WPCCS students also highlighted strengths in instruction.

The WPCCS has retained the services and has a contract with the Tri-State Study Council of the University of Pittsburgh to continually review and update the strategic plan. The process is set forth by this service and follows a year long approach of monthly meetings, surveys, and forums.

Recent results from this past year's PSSA testing have been very encouraging for the WPCCS and its student population. With the school improvement plan carried through to completion, the WPCCS aggregate percent increase of 12% in its PSSA math scores is testimony that we are meeting our students' needs. Student proficiency scores of 32.5% in 2002-03 have been raised to nearly 45% proficiency level in just one year. This is nearly a 33% increase in PSSA math scores during the past year. Reading scores also have shown a significant increase of 4% from 65% in

2002-03 to 69% during the 2003-04 school year putting our reading scores well above the targets for this coming year. With a concerted effort and focus again in math, the 45% proficiency in math for 2004-05 seems very likely to be met if not exceeded. WPCCS's AYP affirmation in all areas is further testimony that the our cyber school should continue to be a viable choice for all public school students in our commonwealth. At the date of this summary, an AYP appeal with respect to participation is currently in progress. The appeal is based on the religious exemption documentation with respect to participation that states that the one of the grounds for an appeal for not meeting the AYP participation rate concerns students who opted out of the PSSA because of religious or medical reasons. We feel very confident that our appeal will be upheld and that WPCCS will meet AYP in all categories. We further realize that only through constant monitoring and continuous commitment to the education of each and every student, that the WPCCS will continue to be the leader and model for cyber education in our state as well as the nation.

Respectfully submitted,

Dr. Nick Trombetta CEO, WPCCS

## **SECTION II. ANNUAL MEASURABLE GOALS**

The success of a charter school can best be demonstrated through the achievement of annual measurable goals. These annual measurable goals include those set forth in the charter, as well as the adequate yearly progress targets described in the Pennsylvania Accountability System. The Pennsylvania 2004-2005 Adequate Yearly Progress (AYP) goals (for grades 5, 8, & 11) are as follows:

- 54% proficient or above in reading and
- 45% proficient or above in math and
- 95% participation rate in PSSA assessment and
- Improvement 4-year graduation rate (secondary).

These requirements apply not only to the school as a whole, but to the following subgroups as well: racial/ethnic groups; students with disabilities, English Language Learners (ELL) and economically disadvantaged students. In addition to the AYP, the Pennsylvania Accountability System includes a performance index that provides recognition to schools that make significant growth with their lowest achieving students each year. (See the PDE Website Pennsylvania Accountability System at <http://www.pde.state.pa.us/pas/site/default.asp?g=0> )

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In a chart, describe each of the charter school's measurable goals, the strategies used to meet those goals, the performance indicators and the results achieved.

<b>Annual Measurable Goal</b>	<b>Strategies/Interventions</b>	<b>Performance Indicators</b>	<b>Results/Progress</b>
<i>For example:</i>	<i>This is what you did to move towards that goal.</i>	<i>This is what you used to measure your performance.</i>	<i>This is what happened.</i>
45 percent of students scoring at the proficient or advanced levels on the PSSA Math assessment and 54 % of the students scoring at the proficient or advanced levels of the PSSA reading assessment.	Students in grades 3,5,8, and 11 will participate in an individualized supplementary curriculum monitored by their Instructional Supervisor	After baseline testing used to determine areas of need, students will participate in live online tutoring sessions to address their individual needs. State of the art software will also be used to track progress and as another form of tutorial. Additional benchmark testing will be used to monitor progress followed by a post test to calculate overall effectiveness of the program and predict PSSA test scores. AYP data will determine the effectiveness of this program.	Results of the 2004-05 PSSA assessment should show at least a 45% + and 54%+ in number of students achieving at the proficient or advanced levels on the PSSA math and reading assessments respectively.
Identify and measure 75% of all K through 3 students in math and reading as to reading/math level and needs in these areas	Students in grade K-3 will participate in a math and read initiative and be assigned an Instructional Supervisor specific to their grade level	75% of all students enrolled in grades K-3 during the 2004-05 calendar year. The IS will be responsible for documenting the evaluation of each student assigned to them.	This initiative will be ongoing and assessed at mid year and by the end of June 2005
95% participation rate in the PSSA assessment.	Each student in grades 3, 5, 8, and 11 will be assigned an Instructional Supervisor who will be responsible for notifying and registering their assigned students for the PSSA site locations for testing. Student/parent reminders and	Ongoing collection of this data by the guidance counselor and AYP data will determine the effectiveness of this approach.	A follow-up of this approach will be made after the release of AYP data in July 2005.

	confirmation of test sites and times will be part of this process. IS's will notify of make-up test dates and sites.		
80 %+ or significant growth in the graduation rate to meet AYP criteria.	Each student will be given a personalized education plan to match curriculum choices with student needs and goals. An Instructional Supervisor will be assigned to each student to facilitate the instructional process and educational needs of the student during the school year. Weekly contact and communication with each student and parent will occur. Constant monitoring of student progress should assure a higher graduation rate.	Instructional Supervisors will provide their supervisor with data concerning withdrawals and drop-outs. Team intervention procedures will address the aforementioned.	Since the retention rate for students returning to PACyber school has been increasing (nearing the 90% rate) we also expect the graduation rate to improve. AYP date released in July 2005 should confirm our significant growth in the graduation rate.

### **SECTION III. SCHOOL IMPROVEMENT PLANNING**

A critical aspect of school improvement planning is the setting of targets and assessing how well they are met. Assessing school improvement targets help to determine the school's success in achieving measurable annual goals. Describe the school's improvement planning process and how partially successful and unmet goals will be included in the next school year plan. Also, include how weaknesses in the school program will be addressed in that plan.

In preparing our School Improvement Plan, the leadership from each department met weekly to discuss suggestions and ideas that stemmed from their daily workings with our staff. Because of the nature of our school's structure, we are provided with weekly feedback from each family in our school. This feedback was discussed in our leadership meetings and has blossomed into the plan described below. We identified two main areas of focus, "*Technology and Accessibility*" and "*Curriculum and Instruction*". The bulleted items identify actions that The Pennsylvania Cyber Charter School will take in preparation for and during the 2004-2005 school year.

#### **Technology and Accessibility**

- We have implemented an intense summer training program for all students and staff that will provide training to over 3000 users of our district wide technology.
- We have updated and extended the reach of our technology infrastructure to allow greater accessibility, functionality and ease of use for all students and staff.

- We are implementing a “community” area in BlackBoard to allow students to socialize by creating and/or joining organizations and groups.
- We are adding several resource sites throughout the state to allow families easier access to staff and testing sites (Erie, Philadelphia).

### **Curriculum and Instruction**

- We have extended the Virtual Classroom (Synchronous) offerings to allow the program to reach additional PA Cyber students.
- We are implementing our own state aligned curriculum offerings in both the asynchronous and synchronous classes.
- We are implementing a live reading program for students in K-3 which will focus on the use of technology to provide additional educational opportunities for our younger students.

We have been approved to be Classroom Plus and SES providers and intend to use Classroom Plus and SES dollars to improve areas of weakness for eligible students. Our intention is to provide live online tutoring with a highly qualified instructor in all areas of academic weakness of our student body.

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

### **Rigorous instructional program**

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

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

WPCCS uses accredited curricula developed by third party providers that are aligned with the state as well as national standards. The curricula are time-tested, rich, and academically stimulating. In addition, WPCCS uses experienced teachers to develop curriculum of its own. These courses are designed so that each lesson addresses the grade level standards of the specific content area; the pertinent PA standards are identified and listed both in the unit overview and within each individual lesson.

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

Curriculum for each student is chosen through the collaborative efforts of the parents, student, and WPCCS professional staff. A personalized education plan is developed to address the student's abilities, learning needs, learning style, future educational plans, and employment interests. It is our goal to meet the needs of each student on an individual basis.

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

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

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

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

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

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

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

Some third party curriculum providers provide placement testing, and local assessments both in-house and on-line are offered to students in question. Students are directed to discussion boards in each subject area. Live tutoring is also available either by student/parent request or at the recommendation of the assigned Instructional Supervisor. These tutoring sessions are available after regular school hours at specific times or can be scheduled as needed on an individual basis. This service is afforded the student at no cost to the family.

Supplemental workbooks and software programs aligned to PSSA Performance Standards are also prescribed to improve and enhance the student's academic success. Pre-tests diagnose deficiencies, and skill review and guided practice allow standard-specific, self-paced remediation. The PSSA Coach Series and The Princeton Review are examples of supplemental programs implemented by WPCCS.

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

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

Asynchronous courses are designed to offer challenging coursework guided by instructive dialogue. An anticipatory set is followed by explanation of new concepts and guided practice. Interactive activities added to engage the student may include web-based inquiry,

PowerPoint and video presentations, on-line puzzles, maps, timelines, tutorials, or lab experiences. Learning is measured and reinforced through frequent graded and non-graded assignments such as on-line quizzes, unit tests, projects, and writing assignments. Optional enrichment activities are included for high achievers; comprehensive examinations are included in secondary courses. Students may interact with the instructor and other students via discussion boards.

Elementary students often receive science kits, math manipulatives, art materials, spelling and vocabulary CDs, and supplemental reading kits for hands-on learning. Optional educational fieldtrips are offered to students and families. Many students choose to participate in extracurricular activities as well.

## **Helping all students**

### **English Language Learners**

Describe the charter school's program for English Language Learners (ELL) and how it functions. Include a brief narrative and table(s) indicating how many students are served, what is the native language, the year of enrollment in the program and the year the student exited the program as **Attachment A**.

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

If a Home Language Survey has any questions filled out other than English, then the folder goes to one of the ELL teachers. There are currently two teachers who are involved in this program. They are currently working on their second year towards their certification that is mandated by the No Child Left Behind Act. The Beaver Valley Intermediate Unit (#27) is providing the services to educate the teachers.

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

Once the student's paper work and folders are complete, the student is assigned one of the teachers in the ELL program. The teacher then decides based on transcripts from the child's former school. The teacher then asks the parent to have the student take one of the three tests used to check grade level of the student. The child can take the Star Reading and Star Math tests that are provided at the school. The child can also take a computer-based test via Scantron's Edperformance test for reading and math. We also provide the Calvert placement test that is a paper based test that not only has reading and math but also has child send in a writing sample which gives further results of the child's understanding of English.

**See Attachment A- English Language Learners**

**Graduation requirements**

Describe (where applicable) how the charter school's curriculum and instruction practices are being offered to prepare students to meet high school graduation requirements set forth in Chapter 4 under Section 4.24 of 22 Pa. Code (relating to high school graduation requirements). See web page [http://www.pde.state.pa.us/stateboard\\_ed/cwp/view.asp?a](http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a) , select "Regulations" to see Chapter 4 under Section 4.24 of 22 Pa. Code.

WPCCS encourages parents to monitor their child's progress toward meeting graduation requirements. Parents must help WPCCS to ensure that all graduation requirements are met by the student's senior year. Typically, students begin to accumulate credits as freshmen.

In order to graduate from WPCCS, students must complete at least twenty-one credits in the following subject areas:

- o Language Arts 4 credits
- o Social Studies 4 credits
- o Math 3 credits
- o Science 3 credits (Biology is required)
- o Health ½ credit
- o Physical Education 1 credit
- o Electives 5 ½ credits
- o Graduation Project Required

Students must complete all required coursework no less than two weeks prior to graduation if they plan to participate in commencement ceremonies. They must also satisfy all other school requirements and be in compliance with all school policies. They must return all school property no less than 48 hours before commencement.

Seniors who fail to meet any of the above requirements cannot participate in commencement ceremonies. They can arrange to receive their diploma by mail, or pick it up in the school office when they have complied with all requirements.

The school will notify all potential graduates as to the time and place of commencement ceremonies.

### **Professional Development**

As prescribed in “Act 48 Professional Education Plan Guidelines” public charter schools are required to submit a three-year professional education plan summary to the Department of Education, Division of Professional Education and Planning, 333 Market Street, 8<sup>th</sup> Floor, Harrisburg, PA 17126-0333 for review and approval. Helpful information can be found in the Charter School Operator’s Manual, Section 3.

Attach a copy of the letter of approval as **Attachment B**.

### **Teacher Induction**

As prescribed in “Induction Plan Guidelines” public charter schools are required to submit an Induction Plan Summary to the Department of Education, Division of Professional Education and Planning, 333 Market Street, 8<sup>th</sup> Floor, Harrisburg, PA 17126-0333 for review and approval. Helpful information can be found in the Charter School Operator’s Manual, Section 3.

Attach a copy of the letter of approval as **Attachment C**.

### **Special Education**

Describe the charter school’s identification procedures and instructional strategies for educating special education students and gifted students.

WPCCS has established and implemented procedures to locate, identify and evaluate school age students suspected of being eligible for special education services. These procedures include, but are not limited to: review of records, various modes of screening, (reading and math screenings are now completed at admissions), and/or recommendation of Instructional Supervisor and/or parent. There is currently in place, a referral system for students who may be in need of assistance, and a referral system for students, thought to be gifted.

Instructional strategies are updated and revised as needed for individual student needs. Instructional supervisors attend trainings to ensure that strategies employed address the individual needs of the student in special education or the gifted program. Strategies used for the special education student are dependent upon the needs reflected in the IEP. In regards to the

gifted student, a consultant is available weekly to facilitate enrichment and positive curriculum alignment.

**See Attachment D**

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A major component of the school design is how the charter school addresses programming for special needs students. Special Education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide Special Education services or contract out to the chartering School District, the Intermediate Unit, or another outside agency.

**Please complete the following 4 charts reflecting the charter school’s Special Education program profile:**

List all current Special Education instructional programs **operated directly by the charter school**. List teacher, FTE\*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher’s roster. Use “other information ” to explain unique circumstances.

**Chart 1**

<b>Teacher</b>	<b>FTE</b>	<b>Type of class or support</b>	<b>Location</b>	<b># of Students</b>	<b>Other information</b>
<i>Kristie Parker</i>	1.00	5 MR, 3OHI, 1 ES, 25 LD	CS	34	
<i>Tony Jones</i>	1.00	22 LS, 1 ES	CS	23	
<i>Julie Shank</i>	1.00	19 LD, 2 OHI, 1 MR, 1 AUT, 1 ES	CS	24	
Robin Ferello	.25	14 LS, 1 MR, 2 ES	CS	17	
Peg Migliore	.25	9 LD, 2 AUT, 1 ES	CS	12	
Susan Mamone	.25	All Services	CS	0	Resource

\*Full Time Equivalent (FTE) - enter the full time equivalent of each teacher as pro-rated for the class or program described. For example, enter 1.00 for a staff person who works with a class or program 100% of their time, .45 for a staff person who works with the class or program 45% of their time, etc.

List any current Special Education instructional programs **operated by others under contract** with the charter school. Be sure to include those that are contracted with the Intermediate Unit in which the charter school is located.

**Chart II**

<b>Organization</b>	<b>FTE</b>	<b>Type of class or support</b>	<b>Location</b>	<b># of Students</b>	<b>Other information</b>
<b>SEE</b>		<b>PARAGRAPH</b>	<b>BELOW</b>		

**Contracted Special Education Services**

WPCCS contracts mainly with Associated Medical Therapeutic Services (AMTS) and Easter Seals for services such as speech, physical therapy, and occupational therapy. They have associates across the state of Pennsylvania. They offer services in the homes of our clients. Other service providers include: Total Learning Centers, United Cerebral Palsey, Children's Therapy Center, Keystone Rehabilitation Systems, Washington Hospital, Lifesteps, Pediatric Therapeutic Services Pocono Speech Center, Children's Therapy Center, Guthrie Rehabilitation Services, Marywood University.

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List all support staff (instructional and non-instructional) and related service providers **employed directly by the charter school** (vs. contracted with other providers) who provide required support for students with disabilities receiving Special Education services. Include at least the following: Special Education supervisor, psychologist, speech therapist, occupational therapist, physical therapist and paraprofessionals.

<b>TITLE</b>	<b>LOCATION</b>	<b>FTE</b>
Special Education Director	Main Campus	1.00
Vocational Evaluator	Main Campus	.25
Speech Therapist	Main Campus	.25
Instructional Supervisor	Main Campus	1.00
Instructional Supervisor	Main Campus	1.00
Instructional Supervisor	Main Campus	1.00
Facilitator	Main Campus	0.25
Facilitator	Main Campus	0.25
Facilitator	Main Campus	0.25
School Psychologist	Main Campus	0.25

List all support staff (instructional and non-instructional) and related service providers (**provided under contract**) who provide required support for students with disabilities receiving special education. Be sure to include services that are provided by the Intermediate Unit in which the charter school is located.

<b>INTERMEDIATE UNIT, PUBLIC AGENCY, ORGANIZATION OR INDIVIDUAL</b>	<b>TITLE/SERVICE</b>	<b>AMOUNT OF TIME PER WEEK</b>
Associated Medical and Therapeutic Services	Service provider of Occupational Therapy, Physical Therapy, Speech, Hearing	As needed
Guthrie Rehabilitation Services	Troy Community Hospital, Occupational Therapy, Physical Therapy	As needed
Dr. Frank Sabbatino	School Psycho;ogist	As needed
Total Learning Centers	Speech	As needed
Easter Seal Society	Speech	As needed
Marywood University	Speech	As needed
United cerebral Palsey	Occupational Therapy	As needed
Children's Therapy Center	Occupational Therapy, Speech, Physical Therapy	As needed
Keystone Rehabilitation Services	Occupational Therapy	As needed
Washington Hospital	Speech	As needed
Lifesteps	Speech	As needed
Chris Leheny, M.S. CCC/SLP	Speech Pathologist	As needed

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Pediatric Therapeutic Services	Speech, Occupational Therapy, Physical Therapy	As needed
Pocono Speech Center	Speech	As needed



To fulfill the reporting requirements of Chapter 711.6, please attach a copy of the December 1, 2003 and the revised June 2004 Penn Data student database as **Attachment E**.

**SECTION IV ATTACHMENTS:**

**ENGLISH LANGUAGE LEARNERS NARRATIVE AS ATTACHMENT A**

**PROFESSIONAL DEVELOPMENT PLAN APPROVAL AS ATTACHMENT B**

**TEACHER INDUCTION PLAN APPROVAL AS ATTACHMENT C**

**SPECIAL EDUCATION POLICIES AND PROCEDURES AS ATTACHMENT D**

**DECEMBER 1 AND REVISED JUNE 1 PENN DATA STUDENT REPORT AS ATTACHMENT E**

## SECTION V. ACCOUNTABILITY

Indicate which state and national testing programs are used per grade levels:

Test/Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
PSSA/PASA				X		X	X		X			X	X
Local Assessment EdVision Performance Series (as needed)				X	X	X	X	X	X	X	X	X	X
Star Reading and Star Math (as needed)	X	X	X	X	X	X	X	X	X	X	X	X	X
WPCCS Graduation Project (written report/rubric)												X	X

**Attach a copy of the 2003-2004 PSSA School Report as Attachment F**

**Attach a copy of the latest local test data as Attachment G.**

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

➤ ***How these results influence development of annual measurable goals.***

Recently published PSSA results of the WPCCS for the 2003-04 school year have shown marked increase in both PSSA math and reading aggregate scores. Our math scores have increases nearly 33% and our reading scores, although already well above the 45% target have also increased 6% to be at the 69% aggregate point for the school. The PSSA continue to be the driving force to concentrate curricula efforts on the state standards in each of these areas.

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

Local assessments mentioned above give WPCCS an going tool to reassess student needs during the course of the year. These test are usually used in putting together a personalized education plan for each of our students. We use these tests along with data in student files to fit the curriculum choices to the individual student. In some cases, these local assessments are used to determine student proficiency in reading, math, and writing if necessary.

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

Each student is assigned an Instructional Supervisor who monitors student progress in an ongoing manner. This process involves checking grade to date grades, contacting the student

and parent during scheduled times, ordering classes as students courses are completed, scheduling classes for the next year, keeping a graduation checklist of credits

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

Students who are at-risk of failure are monitored on a daily basis by their assigned Instructional Supervisor who's job it is to intervene early and often with students. Instructional Supervisors can recommend changes in curriculum, help students organize their day to day activities, recommend counseling, make referrals, assign students to tutoring, assign students to discussion boards for help, and put students on academic probation which includes an action plan for improvement. This constant monitoring and communication with the students and parents is quite effective in improving academic performance of the at-risk failure category of students.

### **Teacher Evaluation**

List the main features of your teacher evaluation plan.

A certified administrator following the guidelines of the Department of Education will perform professional staff evaluations through observations, walk-throughs, self-appraisals, peer assistance plans, and surveys when needed. Teacher evaluation forms provided by the PDE for Instruction I, II certificates will be used.

List entities/individuals who are responsible for teacher and staff evaluation.

Dr. Nick Trombetta CAO, WPCCS

Rebecca Manning, Director of Special Education

Robert Babish, Director of Instruction (Principal's Certification Program Univ. Pittsburgh)

Jane Price, Curriculum Coordinator (Principal's Certification Program Univ. Pittsburgh)

Describe training for the evaluators, particularly in the areas of Special Education and instructional techniques unique to the mission of the charter school.

Supervisors above have received extensive instruction in the areas of leadership, instructional techniques, and staff evaluation and are scheduled to receive certification in the Spring 2003. Each works under the direct supervision of Dr. Nick Trombetta, CAO WPCCS who has completed his doctorate in supervision. Director of Special Education is a certificate holder in supervision with 30+ years experience in the field. Staff are encouraged to attend special education workshops at PATTAN locations related to individual needs in the areas of evaluation and special education.

Attach the description of your Teacher Evaluation Plan as **Attachment G**.

**IDENTIFY MAJOR REPORTS PROVIDED TO:**

The sharing of information as it pertains to the success and challenges of educating students is an important tenet within the Pennsylvania Accountability Plan. To that extent, an important step is assuring that information is available to all interested and vested parties, including, but not limited to, the following (please identify major reports that have been provided to each for the 2003-04 school year):

Charter School Board of Trustees:

Monthly Enrollment Report

Annual Budget

Balance Sheets, Profit and Loss Statements, Check Detail Reports (submitted by Business Manager)

District Report Card

Annual School Report

Chartering School District Board of Directors:

Annual School Report

District Report Card

Pennsylvania Department Of Education:

Enrollment Report PDE-4035

Annual Charter School Report

Attendance Reporting PDE-4062CS

District Report Card

Graduation Rate Survey PDE-378

Public School Support Personnel PDE-5019

Supplemental Charter School Enrollment Report PDE-361

School Violence and Weapons Report PDE-360

**SECTION V ATTACHMENTS:**

**COPY OF 2003-2004 PSSA SCHOOL REPORT AS ATTACHMENT F**

**LOCAL TEST DATA AS ATTACHMENT G**

**TEACHER EVALUATION PLAN AS ATTACHMENT H**

## SECTION VI. GOVERNANCE REQUIREMENTS

Provide a complete list of the members of the Board of Trustees'. Use the following format.

Name of Trustee	Office/if any	Address	Telephone #	E-Mail Address

Attach a list of the members of the Board of Trustees as **Attachment I**

Attach the schedule of Board of Trustees meetings as **Attachment J**.

Discuss briefly any leadership changes during the past year on the board of trustees and in the school administration (President of the Board, Chief Executive Officer, Principal, etc.) explaining why those changes were effected.

Mr. Raymond Hoppa of Beaver, PA was added to the WPCCS board of trustees.

Describe training regarding governance of the school (including Sunshine Law) for the Board of Trustees.

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

How does the Board of Trustees coordinate the governance and management of the school?

The Board of Trustees approves all policies that are to be implemented in the school. Ongoing reviews of the procedures and practices take place and recommendations are developed and approved. The CAO coordinates Board Committee meetings and implementation guidelines are set forth in the policy manual.. Documents are given to board members for their review prior to actions upon them.

Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting School District's Board of School Directors.

Every effort is made to invite board members from the cyber school to attend and participate in regularly scheduled Midland School District Board meetings. Collaboration between the two groups is highly encouraged. The CEO of the WPCCS makes every effort to bring the 2 entities together and serves as a direct link between both groups. The CEO of the WPCCS and the Superintendent of the Midland School District is a shared office of Dr. Nick Trombetta

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

All board meetings are open and available to the community and parents. Parent involvement is encouraged, although somewhat difficult due to the geographic statewide enrollment area. A group chat is available for parents as well as timely newsletters. Parents may also check the WPCCS website on a daily basis for additional announcements. All required documents and reports are available to parents on the WPCCS website.

**SECTION VI ATTACHMENTS:**

**BOARD OF TRUSTEE LIST AS ATTACHMENT I**

**A SCHEDULE OF BOARD OF TRUSTEE MEETING AS ATTACHMENT J**

## **SECTION VII. FINANCIAL, FACILITY, HEALTH AND SAFETY RESPONSIBILITIES**

Describe sources and amounts of funds and list significant private donations, foundation grants, other.

Our primary source of revenue is tuition billed to the home school districts and paid to us by the Pennsylvania Department of Education and by the home school districts.

Identify major fund-raising activities performed this year and planned for next year.

The Western Pennsylvania Cyber Charter School does not conduct any fundraising activities.

Describe budgeting for emergencies, shortfalls or delays in receiving monies.

The Western Pennsylvania Cyber Charter School has secured a \$500,000.00 line of credit with a balance of \$350,000.00 currently available.

Identify the charter school's projected unreserved fund balance for next year and describe the policies used to maintain fiscal solvency by determining the amount of funds to be set-aside for unexpected expenditures.

WPCCS projects an 3-4 % fund balance. Revenue changes throughout the school year based on changes in enrollment. Funds are continually re-invested in the growth and operation of the school.

Describe the accounting system used by the charter school and how it integrates with the required Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and PDE reports utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

WPCCS uses the accrual method utilizing Quickbooks Premier. Quickbooks Premier allows for 100% integration with the PDE chart of accounts, and in full compliance with GAAP principles and the new GASB 34 requirements.

Identify the charter school's audit firm, date of last audit, auditor's opinion and any findings resulting from the audit.

WPCCS utilized the audit firm of Graper, McVey and Co. PC. for our last audit as of June 30, 2003

Attach the auditor's annual report summary for the charter school as **Attachment K (sent separately to state office)**

List citations and follow-up actions for any State Audit Report.

Per the last state audit for years ending '01 and '02 there were no findings or observations

Describe the charter school's acquisition of facilities, furniture, fixtures, and equipment during the 2003-2004 fiscal year.

WPCCS continues to acquire computer equipment and supplies for the use of students and staff. All purchases orders are approved by management and all pricing is quoted or in line with PEPPM.

Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into the strategic plan of the charter school.

WPCCS is currently planning to lease space in a new facility currently under construction. WPCCS has prepaid approximately 33% of the lease with the balance to be paid by June 2005

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

All appropriate health and safety records were reviewed by the Auditor General's Office and were found to be in compliance.

Provide a complete list of current school insurance coverage policies and programs including health and general liability.

WPCCS provides insurance coverage through Keystone Health Plan for medical, dental, prescription and vision. A listing of all other insurances is attached.

**SECTION VII ATTACHMENTS:**

**AUDITOR'S ANNUAL REPORT SUMMARY AS ATTACHMENT K**

## **SECTION VIII. ADMINISTRATIVE NEEDS**

### **Quality of teaching and other staff**

Describe the professional staff of the school including total number of personnel, how many are returning staff from the 2002-2003 school year, and how many were with the school for the entire 2003-2004 school year. Discuss staff turnover and retention patterns and possible reasons for each. Provide percentages for certified and non-certified professional employees with areas of teaching, specialist or administrative responsibilities. Do not include Resource Specialist in this percentage count.

Attach a description of the school staff as **Attachment L**.

### **Student Enrollment**

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

Students generally must be at least five years old to enroll in the Kindergarten program. In Pennsylvania, students are entitled to a public K-12 education through the age of 21. Students in their late teens will be accepted only if there is a reasonable expectation that he/she will be able to complete graduation requirements by the age of 21.

Students must be legal residents of the state of Pennsylvania.

The student must provide WPCCS a copy of the student's birth certificate during the enrollment process.

WPCCS does not charge tuition to parents or students. WPCCS is in full compliance with open enrollment regulations and withdrawal requirements specified by Act 22. WPCCS complies with all state and federal laws. WPCCS does not discriminate on the basis of race, creed, gender, disability, or ethnic origin in the enrollment and/or administration of its educational program or extracurricular activities.

Students are admitted and exit the WPCCS at various times throughout the school year, so only end of the year data is most suited for comparative purposes.

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- Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added.

Grade	Begin Year Enrollment	End of Year Enrollment
K	56	47
1	72	78
2	80	79
3	90	82
4	83	89
5	120	104
6	136	126
7	179	173
8	270	238
9	261	253
10	265	279
11	293	265
12	204	197

- Provide the number of students who completed the 2003-2004 year who are currently enrolled to return in September.

2010 students completed the 2003-04 school year. Of that number, 197 were seniors who will not be returning. We have surveyed our students and 90% of the remaining students have indicated that they will be returning for the 2004-05 school year. This number equates to 1632 students returning to WPCCS. New enrollment indicators at the time of this submission show a projected enrollment of 2,800+ students for 2004-05.

- Provide numbers of students who left at the requirement of the schools, and the numbers who left voluntarily.

Fourteen students who were enrolled during the 2003-04 school year were dismissed by requirement of the WPCCS after the ARB (Academic Review Board) process. The remainder of the students ( 85) left voluntarily most of whom returned to their public school or to home schooling.

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

WPCCS enrollment trends over the past appear to be heavier in the middle to upper grade levels. We can attribute this to the fact that older students tend to be more self-motivated and independent learners. The biggest reason indicated by our withdrawn students for exiting the

WPCCS is that a change in the family situation (i.e. divorce, separation, job transfer, etc.) has caused a majority of students to withdraw. Other reasons include the need and readiness to return to 'brick and mortar' or private school for reasons related to sociality. Overall, enrollment in the WPCCS increases yearly in the 30-40% range. This is contributed to the general public's awareness of the cyber school option. Marketing consisting mainly of radio media, some television, and distributed publications has also been done this past year. Thirty-five to forty information and admissions seminars held at various locations around the state enabled families to meet and speak with representatives of our admissions staff.

Describe the charter school's transportation program, including transportation accommodations for Special Education students and suggestions for improvement to the program.

*The WPCCS provides no transportation for its students.*

Describe the charter school's food services program. Does the charter school participate in the Free and Reduced Lunch (FRL) Program?

*The WPCCS does not participate in the FRL Program*

Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 and 13 of the Public School Code, particularly with respect to due process. Attach a copy of the charter school's discipline policies as **Attachment M**.

## **Student Progress**

At the WPCCCS, students, parents, and school staff share responsibility for academic progress. Students are expected to complete all assignments promptly according to curriculum instructions and in a manner consistent with all school policies. Parents must monitor and assist students as needed throughout the school day.

Members of the school staff are available by email or phone as needed for assistance. If students prefer, they can arrange a personal visit with a staff member. Additionally, as required by school policy, facilitators communicate with students and parents on a regular basis to monitor progress.

The staff will intervene if a student does not:

- fulfill assignments on a regular and consistent basis
- pass any midterm, final, or achievement test
- communicate as required on a regular basis with staff members.

### **Academic Probation**

WPCCS understands that children work at their own rate; however, every effort should be made to complete a school year's work in 36 weeks. Half credit courses should be completed within 18 weeks.

If it is determined that a student does not show continuing progress and/or does not maintain regular contact with WPCCS, a letter may be sent encouraging the student to improve performance/maintain contact. This letter will request that parents contact WPCCS and may outline certain conditions intended to ensure that the student show academic progress.

### **Administrative Review Board**

The Administrative Review Board gathers information on students troubled by poor performance, inadequate academic progress, disciplinary infractions, behavioral problems, truancy, and such. The Administrative Review Board is made up of the Director, Assistant Director, the Instructional Supervisor of the student involved, the Director of Special Education Services (where applicable), and other support personnel as necessary. The parents and student are invited to attend a pre-arranged meeting at the WPCCS.

WPCCS will make every effort to rectify the problem. If the parties are unable or unwilling to reach a solution or compromise, the school will take appropriate corrective action, including the possible removal of the student from the WPCCS.

In any case where a student is involuntarily removed from WPCCS, the home school district of the student will be notified.

## **SECTION VIII ATTACHMENTS:**

### **CERTIFICATION VERIFICATION FORM AS ATTACHMENT L**

**DISCIPLINE POLICY AS ATTACHMENT M**

## ADDENDUM A

A measurable annual goal contains the following elements:

### #1 Element -What is being measured?

Academic Example:	Increased number of students achieving at Proficient or Advanced Proficient as measured by the PSSA Mathematics Scores
Non-Academic Example:	Improved Parent Participation

### #2 Element -What is the standard for success?

Academic Example:	5% increase in number of students achieving
Non-Academic Example:	75% of parents will participate

### #3 Element - How frequently will the goal be measured?

Academic Example:	Yearly
Non-Academic Example:	Monthly

### #4 Element - What is the instrument used to measure the goal?

Academic Example:	PSSA results as reported on school profile
Non-Academic Example:	Monthly participation charts.

### Examples of Measurable Goals:

- 5% increase in number of students achieving at proficient or advanced proficient on PSSA Math assessment.
- 75% of parents will participate in monthly meetings as documented on participation chart.
- Students will complete 90% of all daily homework assignments as charted by classroom teacher.
- The charter school will submit all state reports at least 3 days prior to deadlines as monitored monthly by a committee of the Board of Trustees.
- 75% of parents or guardians will participate in at least one of the following, as charted bi-weekly by community relations committee:
  1. Attend monthly PAC meeting,
  2. Volunteer for in-school paraprofessional duties,
  3. Volunteer for after school paraprofessional duties,
  4. Provide resources for curricular and extra-curricular activities; and,
  5. Perform other appropriate duties as authorized by committee.

# CHARTER SCHOOL ANNUAL REPORT

## SUMMARY DATA

2003 – 2004

NAME OF SCHOOL \_Western Pennsylvania Cyber Charter School

DATE OF LOCAL CHARTERING SCHOOL BOARD APPROVAL\_October 7, 1999

LENGTH OF CHARTER 5 years

OPENING DATE September 2000

GRADE LEVEL\_K-12

HOURS OF OPERATION\_8:00 AM-4:00 PM

PERCENTAGE OF CERTIFIED STAFF\_\_88%\*\_\_ TOTAL INSTRUCTIONAL STAFF\_\_66\_\_

\*PA certification (all other instructional staff have 4 yr-degree or out of state certification)

STUDENT TEACHER RATIO\_\_\_\_1:30\_\_\_\_\_ STUDENT WAITING LIST\_\_200\_\_\_\_\_

ATTENDANCE RATE/PERCENTAGE\_\_\_\_93%\_\_\_\_\_ ENROLLMENT 2090

PER PUPIL SUBSIDY 2003-2004 Varies by resident school district

**STUDENT PROFILE:**

AMERICAN INDIAN/ALASKAN NATIVE	_15
ASIAN/PACIFIC ISLANDER	_8
BLACK (NON-HISPANIC)	_102
HISPANIC	_37
WHITE (NON-HISPANIC)	_1918
MULTICULTURAL	_10

PERCENTAGE OF STUDENTS FROM LOW INCOME FAMILIES ELIGIBLE FOR A FREE AND REDUCED LUNCH \_50%

PROVIDE THE TOTAL UNDUPLICATED NUMBER OF STUDENTS RECEIVING SPECIAL SERVICES (EXCLUDING GIFTED) AS OF 12/03 \_129\_\_ (Attach 12/02 and June 2004 revised PENN DATA Report as Attachment D).

	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (FULLTIME)</b>	<b>ELEM</b>	<b>MIDDLE</b>	<b>SEC.</b>	<b>TOTAL</b>
NUMBER OF INSTRUCTIONAL DAYS			180	180		180	180
NUMBER OF INSTRUCTIONAL HOURS			5	5		5.5	900/990

**ASSURANCE FOR THE OPERATION OF  
SPECIAL EDUCATION SERVICES AND PROGRAMS**

**School Year** 2004-2005

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

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

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

\_\_\_\_\_  
**Board President Patience Katich**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Executive Officer Dr. Nick Trombetta**

\_\_\_\_\_  
**Date**

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Verify that all DATA reports to PDE are complete

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

**SIGNATURE PAGE**

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

Name \_\_Dr. Nick Trombetta\_\_\_\_\_

Phone \_\_724-643-1180\_\_\_\_\_ Fax \_\_724-643-2791\_\_\_\_\_

E-mail \_\_ntrombetta@midlandpa.org\_\_\_\_\_

\_\_\_\_\_  
*Signature of the Chief Executive Officer* *Date*

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

Name \_\_Patience Katich\_\_\_\_\_

Phone \_\_724-643-1917\_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

\_\_\_\_\_  
*Signature of the President of the Charter School Board of Trustees* *Date*

*Identify the charter school's special education contact person.*

Name \_\_Rebecca Manning\_\_\_\_\_

Title \_\_Director of Special Education\_\_\_\_\_

Phone \_\_724-643-1180 X 1039\_\_\_\_\_ Fax \_\_724-643-1181\_\_\_\_\_

E-mail \_\_bmanning@wpccs.com\_\_\_\_\_

\_\_\_\_\_  
*Signature of Special Education Contact Person* *Date*

Attachment A (PDE 3044)- English Language Learners

The 2003-2004 school year has brought new experiences to our program and results show improvement in our program. We had placed our two ELL learners in our Virtual School. This provided on line real time learning with a teacher and only approximately with 10 other children in the class. This combined with tutoring sessions, Aurolog Tutorial program, and ELL teacher support; both children have skipped a grade level for the 2004-2005 school year. Because each child has shown mastery and beyond, both students are one step closer to being age appropriate grade level.

The Pennsylvania Cyber Charter School has also been involved in participating in the year end testing of the ELL students. Both children have taken the Stanford English Language Proficiency Test. This was the first year that the school has participated in the testing. Our teachers attended a workshop concerning this new testing through PATTAN office. The teachers also participate in ELL meetings through the Beaver Valley Intermediate Unit (#27).

The 2004-2005 school year has a projection of five children to participate in the ELL program. There will be three children who speak Spanish and two children who speak Russian. We have already implemented testing for our new students. Depending on the results, they will be placed appropriately in the right curriculum. The ELL teachers are trying to coordinate an in service day for all staff to bring them up to current standards and rules about ELL program.

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COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PA 17126-0333  
March 30, 2004

Raymond Rozycki  
Chairperson, Professional Education Committee  
Western Pennsylvania Cyber Charter School  
900 Midland Avenue  
Midland, PA 15059

Dear Raymond Rozycki:

This letter is to confirm that Western Pennsylvania Cyber Charter School's Act 48 Professional Education Plan was received and approved granting local Act 48 approved provider status for a period of three years.

Western Pennsylvania Cyber Charter School's next Professional Education Plan will be due 08/01/2006. Please review your responsibilities as an Approved Provider in the **Act 48 Professional Education Plan Guideline** on the PDE homepage at [www.pde.state.pa.us](http://www.pde.state.pa.us).

Please continue to use your Professional Education Record Management System secure password to enter data to the Pennsylvania Department of Education.

If you have any questions please contact me at (717) 783-9260 or [csabulski@state.pa.us](mailto:csabulski@state.pa.us).

Sincerely,

A handwritten signature in cursive script that reads "Charles P. Sabulski".

Charles P. Sabulski  
Regional Director  
Division of Professional Education and Planning  
Bureau Of Curriculum and Academic Services

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Attachment C- Teacher Induction Plan Approval



COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333  
May 13, 2004

Mr. Robert J. Babish  
Director of Instruction  
Western Pennsylvania Cyber Charter School  
900 Midland Avenue  
Midland, PA 15059

Dear Mr. Babish:

This letter is to confirm that Western Pennsylvania Cyber Charter School's Induction Plan has been reviewed and approved. Your next Induction Plan is due 08/01/2006.

Information about Induction Plans is available on the PDE homepage at [www.pde.state.pa.us](http://www.pde.state.pa.us).

If you have any questions please contact me at (717) 783-9260 or [csabulski@state.pa.us](mailto:csabulski@state.pa.us).

Sincerely,

Charles P. Sabulski  
Regional Director  
Division of Professional Education and Planning  
Bureau of Curriculum and Academic Services

Attachment D- Special Education Policies and Procedures Manual

**THE PA CYBER CHARTER SCHOOL**  
***POLICY & PROCEDURES MANUAL***

**SPECIAL EDUCATION – 2003**

*THE PA CYBER CHARTER SCHOOL CHARTER SCHOOL*  
**VISION STATEMENT**

**The PA Cyber Charter School will be dedicated to providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualized educational strategies that will empower each student to succeed.**

As the leader of cyber education in Pennsylvania, The PA Cyber Charter School will continue to develop best practices and will be a model of academic excellence

Annual Public Notice of Special Education Services and Programs and Notification of Rights  
Under the Family Educational Rights and Privacy Act

**The PA Cyber Charter School 652 Midland Avenue Midland, PA 15059**

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97).

The IDEA '97 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA '97 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their Confidentiality rights. The PA Cyber Charter School fulfills the above duties with this annual notice.

**Special Education Services and Programs**

The PA Cyber Charter School is required by the IDEA '97 to provide a free appropriate public education to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

Autism/pervasive developmental disorder  
Serious emotional disturbance  
Neurological impairment  
Deafness/hearing impairment  
Specific learning disability  
Mental retardation  
Multihandicap  
Other health impairment  
Physical disability  
Speech and language impairment  
Blind/visual impairment

### **Screening**

Each educational agency must establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include screening activities which include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten., first, second, and third grades); vision screening (every grade level); motor screening; and speech; and speech and language screening.

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening is conducted at The PA Cyber Charter School unless other arrangements are necessary. If parents need additional information about the purpose, time and location of screening activities, they should call or write to the Special Education Contact for The PA Cyber Charter School:

Director of Special Education  
652 Midland Avenue  
Midland, PA 15059

### **Evaluation**

When screening indicates that a student may be eligible for special education, The PA Cyber Charter School will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedures used selectively with an individual child and does not mean basic tests administered to or procedures used with all children.

This evaluation is called multidisciplinary evaluation (MDE). It is conducted by a multidisciplinary team (MDT) which includes a teacher, other qualified professionals who work with the child, and the parents. The MDE process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased.

The MDE process results in a written evaluation report called a Comprehensive Evaluation Report (CER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Once parental consent for evaluation is obtained, the school has timelines and procedures specified by law which it must follow.

Parents who think their child is eligible for special education may request at any time that The PA Cyber Charter School a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education Contact person. If a parent makes an oral request for a multidisciplinary evaluation The PA Cyber Charter School shall provide the parent with a form for that purpose.

Parents also have the right to obtain an independent education evaluation. The PA Cyber Charter School must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

### **Educational Placement**

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent (s). Other required members include at least one regular education teacher of the child (if the child is, or may be participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, and a representative of The PA Cyber Charter School. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the CER.

An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services which the student will receive. IEPs are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

### **Services for Protected Handicapped Students**

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). The PA Cyber Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal laws The PA Cyber Charter

School will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought to be eligible students. The PA Cyber Charter School the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

#### Annual Notice of Rights Under the Family Educational Rights and Privacy Act (FERPA)

The PA Cyber Charter School protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and **protected handicapped students (if not protected by IDEA '97)** in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA '97 and its implementing regulations.

"Education records" means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means The PA Cyber Charter School. For all students, the educational agency maintains education records which include but are not limited to:

Personally identifiable information – confidential information that includes but is not limited to the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory information – information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but **is not limited to**, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

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1. Parents have the right to inspect and review a child's education record. The PA Cyber Charter School will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While The PA Cyber Charter School cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.
2. If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. The PA Cyber Charter School will decide whether to amend the record and will notify the parents in writing of its decision. If The PA Cyber Charter School refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

The PA Cyber Charter School will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Parents have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. "Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand

that consent is voluntary and maybe revoked at any time, information **may** be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, Midland is (the chartering district), or intermediate unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon written request, The PA Cyber Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by The PA Cyber Charter School to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

### ***Mode of Communication***

The content of this notice has been written in straight-forward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation.

The PA Cyber Charter School will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

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# THE PA CYBER CHARTER SCHOOL

**CONFIDENTIALITY OF STUDENT EDUCATION RECORDS:  
POLICY AND GUIDELINES  
AUGUST 2003**

**Personnel Responsible for Assuring Confidentiality:**

*SUPERINTENDENT and RESPONSIBLE OFFICIAL: Dr. Nick Trombetta*

The Superintendent of The PA Cyber Charter School shall assume responsibility for ensuring the confidentiality of any personally identifiable information

*DIRECTOR OF INSTRUCTION: Robert Babish*

*DIRECTOR OF STUDENT SERVICES: Dr. Jean P. Aldrich*

**STUDENT RECORDS OFFICER: Lisa Trombetta**

## **STATEMENT OF POLICY**

An official student record shall be maintained for each student. This record shall contain only certified information of recognized importance and may be used only for the benefit or welfare of the student. Any other records shall be considered provisional and temporary and shall be destroyed when their usefulness is no longer apparent or when the student leaves the school. Records shall be directly accessible only to the professional staff, the student, and the parent. The PA Cyber Charter School recognizes the need to protect the confidentiality of personally identifiable information in the education records of all children. This policy has been prepared to insure the privacy rights of the parents and the child with and without disability, in the collection, storage, disclosure, and destruction of these records. Toward that end, this policy incorporates provisions from the Regulations of the State Board of Education of Pupil Records (Pa. Code 22. Ch. 12), the Family Educational Rights and Privacy Act of 1974, as amended July 6, 2000 (FERPA, 34 CFR. Part 99), the Confidentiality Section of P.L. 94-142, the Individuals with Disabilities Education Act and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities), and Chapter 711, Charter School Services and Programs for Children with Disabilities.

### **I. DEFINITIONS**

**Administrative data** refers to achievement, evaluation, and attendance records that shall be maintained in the official student record. This record shall include such items as name of the student, sex, place and date of birth, name of parent, address, telephone number, academic credits earned, attendance date and enrollment dates.

**Directory information** means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, social security number, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height if member of athletic team, dates of attendance, degrees and awards received, most recent previous educational agency or institutional attended by the student, and other similar information. The PA Cyber Charter School will not release directory information without parent consent.

**Disclosure** means permitting access, release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written or electronic means.

**Destruction** means the physical destruction or removal or personal identifiers from information so that the information is no longer personally identifiable.

**Educational agencies** mean a public agency, home school, private school, approved private school or private agency, school district, an Intermediate Unit, or the Department of Education, or any component part thereof, which collect, maintain or use education records containing personally identifiable information or from which such records or information is obtained.

**Education Records** mean the type of records covered under the definition of “education records” in 34 CFR part 99.3 (the regulations implementing FRPA). The records are directly related to a student and maintained by an educational or participating agency or institution or by a party acting for the agency or institution. The records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons, which are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other individual except a temporary substitute. The records also do not include:

- A. Records of an educational agency or institution that contain only information about an individual after he or she is no longer a student at that agency or institution. An example would be information collected which pertains to the accomplishments of its alumni.
- B. Records relating to an eligible student which were created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in that capacity and:
  - 1. Are made, maintained, or used only in connection with treatment of the student.
  - 2. Are not disclosed to anyone other than individuals providing treatment.
  - 3. May be personally reviewed by a physician or other appropriate professional of the student’s choice. For the purpose of this definition “treatment” does not include remedial educational activities or activities which are a part of the program of instruction at the educational agency or institution.

**Eligible student** means a student who has attained eighteen years of age or is a high school graduate. Under the regulations of FERPA, the rights of parents regarding education records are transferred to students in regular education at age 18. The rights of parents regarding education records are transferred to students in special education at age 21.

**Legitimate educational interest** describes a purposeful educational involvement with a student in which there is direct responsibility for providing instruction or support service.

**Parent** includes a natural parent, a guardian, or an individual acting as a parent of a student in the absence of a parent or guardian. The PA Cyber Charter School presumes that the parent listed on the enrollment form has the authority to inspect and review records relating to his or her child. Parents not listed must provide documentation before viewing records.

**Participating agency** means any agency or institution that collects, maintains, or uses personally identifiable information, of from which information is obtained.

**Personally identifiable information** includes, but is not limited to:

- A. The student’s name
- B. The name of student’s parent or other family member
- C. The address of the student or student’s family
- D. A personal identifier, such as social security number or student number
- E. A list of personal characteristics which make the student’s identity traceable
- F. Other information that would make the student’s identity traceable

**Provisional records** include sensitive but potentially useful information not yet verified or clearly needed beyond the immediate present such as psychological reports or disciplinary records.

**Record** includes information or data recorded in any medium including, but not limited to, handwriting, print tapes, film, microfilm, and microfiche.

**School officials** refer to administrators, teachers, and other professional personnel who have legitimate educational interest and are directly responsible for the instruction or the health and safety of a student while in attendance at school.

**Student** means any individual who is or has been in attendance at an educational agency or institution and for whom the agency or institution maintains records.

## **II.**

### **RESPONSIBILITY AND AUTHORITY**

The PA Cyber Charter School Board of Trustees has primary responsibility for the development of the policy and oversight of its implementation, via an annual audit. Only records mandated by the Commonwealth or federal government or specifically permitted by this Board may be compiled.

Toward that end, the Superintendent of The PA Cyber Charter School is designated to prepare an administrative policy which incorporates relevant legal provisions regarding the compilation, maintenance, access to and security of pupil education records and to supervise adherence to the policy.

### **III. COLLECTION OF EDUCATION RECORDS**

A. Initiation of education records – An official student record shall be initiated by The PA Cyber Charter School or the first school attended and shall be maintained by the Student Records Officer under the security and responsibility of the Superintendent, Director, or their designates. The Director of Student Services shall maintain special education records, under the same conditions.

#### **B. Transfer of education records**

1. When the education records for a child with a disability are transferred from a public agency to a charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's education records, including the most recent IEP, within 10 days after the public agency, private school or private agency is notified in writing that the child is enrolled in a charter school.
2. When the education records for a child with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school, the charter school shall forward the child's education records, including the most recent IEP, within 10 school days after the charter school is notified in

writing that the child is enrolled at another public agency, private school, approved private school or private agency.

C. Types of data included in education records:

1. Administrative data – Minimum data will be kept concerning achievement, evaluation, and attendance and shall be maintained in the official student record. This record shall include such items as name of the student, sex, place and date of birth, name of parent, address, telephone number, academic credits earned, attendance records by dates, and enrollment dates.
2. Supplementary data (certified data of clear importance)
  - a. The medical record is considered part of the official student record and shall be placed in the student's file when he or she leaves the school system. At The PA Cyber Charter School medical records are maintained by the school nurse and the Student Records Officer.
  - b. Standardized intelligence and aptitude test scores, interest inventory results, health data, family background information, and teacher or counselor ratings and observations may be included in the official student record. Service awards, achievements, volunteer services in schools or community, part-time work, and other items considered enhancing to a student may be recorded in the official student record. Verified reports of serious recurrent behavior problems and verified reports of constructive acts also may be included in the official record.
  - c. A parent or eligible student may request that specific data be placed in the official school record. If such information is verified and has recognized relevance it may be added to the record. If the teacher or counselor refuses to accept the material, the parent or eligible student may appeal to the Director for a decision.
  - d. A parent or eligible student may submit a statement concerning any material in the official student record. Such a statement shall be dated and signed and shall be kept in the record as long as the data it concerns remains in the official record.
3. Provisional records – Types of data include sensitive but potentially useful information not yet verified or clearly needed beyond the immediate present.
  - a. Psychological reports
    1. A release must be obtained from the parent/guardian before psychological reports are provided to any non-school personnel or non-custodial parent. School personnel, who need to know the relevant educational contents, are informed as to the confidentiality and security needs of psychological reports.
    2. When a psychological evaluation has been made, a notation will be made in the official student record that the student was individually evaluated, the tests administered and the dates of administration and parent/student conference.

- b. Pertinent information, which may include: disciplinary records, family financial data, interest inventory results, medical information, teacher anecdotal records, legal finding and clinical records.
4. Professional notes – The professionals who are directly involved with the student’s health, education, and welfare may maintain personal and confidential files containing notes, transcripts of interviews, clinical diagnoses, and other memory aids for their own use. Such data are to be considered confidential and treated as such. All such data must be destroyed when their usefulness is no longer apparent or when the student leaves the school system. Professional notes, when not shared with others, are not considered education records. They should also be destroyed when their usefulness is no longer apparent, in accordance with the professional’s licensing regulations.

#### **IV. INSPECTION AND DISCLOSURE OF EDUCATION RECORDS**

##### **A. Right to inspect or examine official student records.**

1. Parent or eligible student – The School shall permit parents or an eligible student to inspect and review any relevant education records that are collected, maintained, or used. Parents of children in special education may also review all education records relating to the identification, evaluation, educational placement of, and the provision of free appropriate public education to their child. Written requests to inspect or examine records should be addressed to the Director. Such requests will be met before any IEP meeting or hearing, and in no case more than 20 business days after a request is received.

##### **a. The right to inspect and review education records includes:**

1. The right to a response from The PA Cyber Charter School to reasonable requests for explanations and interpretations of the record.
2. The right to request that The PA Cyber Charter School provide copies of the records containing the information, if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review.
3. The right to have a representative of the parent inspect and review the records.

b. The School may charge a fee, equal to the actual cost of reproduction, for copies of records that are made for parents, if the fee does not effectively prevent the parents from exercising their right to inspect and review the records. The School will not charge a fee to search for or to retrieve information.

c. In the event that parents of a student are separated or divorced, either or both parents may have access unless a legal restraining order prohibits such access to a particular parent.

d. Parents and students will be informed of the list of types of student records and their right to them. The information will be distributed annually, with the issuance of the first report card.

e. If any education record includes information on more than one child, the parents of one of the children have the right to inspect and review only the

information relating to their child or to be informed of that specific information.

- f. The PA Cyber Charter School shall provide parents, on request, a list of the types and locations of education records collected, maintained or used by the School.

2. Disclosure of records with written consent – Whenever records are inspected or disclosed upon written consent, it shall be only under the following circumstances:
  - a. The parent or eligible student shall provide a signed and dated written consent before The PA Cyber Charter School discloses personally identifiable information from the student’s education records (except as provided in FERPA, Sec. 99.31.) The written consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure may be made. Upon request, the parent or eligible student shall be provided with a copy of the records disclosed.
  - b. Where individual consent is required, the student’s consent shall also be obtained when he or she is reasonable competent to understand the nature and consequences of his or her decision.
  - c. No statement of consent shall be binding unless it is freely given after the parent or eligible student has been fully informed as to the methods by which the information will be collected and the uses to which it will be put.
3. Disclosure of records without written consent – Pursuant to Sec. 99.31 (FERPA), The PA Cyber Charter School may disclose personally identifiable information from the education record of a student without consent if the disclosure meets one or more of the following conditions:
  - a. The disclosure is made to the professional staff of The PA Cyber Charter School who have been determined to have a specific, legitimate educational interest, including teachers, administrative personnel, counselors, speech therapists, psychologists, and school nurse. Specifically excluded are student teachers and teaching assistants. Written consent must be obtained by student teachers for the preparation of case histories to fulfill college requirements.
  - b. Law enforcement and judicial authorities may receive a report of a crime committed by a child with a disability from the School. The School is not prohibited from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law.
    1. When reporting a crime committed by a child with a disability, the school shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.
    2. When reporting a crime under this section, the school may transmit copies of the child’s special education and disciplinary

records only to the extent that the transmission is permitted by the FERPA.

- c. The officials of another school system in which the student intends to enroll, upon condition that reasonable effort be made to notify the parent or eligible student of the material to be disclosed and of their right to obtain copies of the material to be disclosed and to request amendment of the records.
  - d. Federal and state officials for the purpose of an audit and evaluation of federally supported education programs or for enforcing or complying with federally legal requirements which relate to these programs. Information provided shall contain the minimum necessary information that is personally identifiable, and such information shall be destroyed upon completion of such audit, evaluation, enforcement or compliance.
  - e. Persons or agencies in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
  - f. Persons or agencies in compliance with a judicial order pursuant to any lawfully issued subpoena. The parent or eligible student shall be notified of all such orders and The PA Cyber Charter School's compliance. The parent or eligible student may receive a copy of the information released, if desired. Copies will be provided at the actual cost of reproduction.
  - g. The disclosure is to authorized representatives of the Comptroller General, The Secretary, or State and local educational authorities.
  - h. The school may provide anonymous directory information from its records, including the official student record, for research purposes without consent under conditions where there is no likelihood of identifying any individual.
4. Lists identifying names and addresses of students shall not be released to any outside agency.

**B. Right to inspect or examine provisional records.**

Parent or eligible student – Access is the same as for official student records (pp. 8-9)

Without written consent of parent or eligible student – No provisional records may be released without written consent of the parent or eligible student, except as specified below:

- a. Information from psychological evaluations may be released without written consent to authorized school personnel in The PA Cyber Charter School only.
- b. Psychological reports shall not follow a student from The PA Cyber Charter School without written consent, except in situations where such reports are necessary for educational placement or for the student's health and welfare.
- c. The school may not disclose information not originated by The PA Cyber Charter School (i.e. psychiatric reports, agency reports, etc.). The originating person or agency must disclose such information.

C. Requests for inspection and disclosure

1. The PA Cyber Charter School shall maintain a record, with the student's education record, of each request for access to and each disclosure of personally identifiable information. For each request or disclosure, the record must include the parties who have requested or received information and their legitimate interest. Exceptions include parents, eligible student, school officials, a party with written consent from the parent or eligible student, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement. (Appendix A)
2. The Superintendent of The PA Cyber Charter School shall maintain a current listing of the names and positions of those who are authorized to have access to personally identifiable information in the education records of all students. (Appendix B)

**V. STORAGE AND DESTRUCTION OF EDUCATION RECORDS**

A. The PA Cyber Charter School shall maintain education records for children with and without disabilities in a manner consistent with the regulations for FERPA in 34 CFR Part 99.

B. Relevant files that are stored in more than one location are regarded as part of the student's overall education records. At The PA Cyber Charter School, cumulative record folders are maintained in the office of the Student Records Officer. The files of children obtaining Special Education services are housed in the Midland Avenue Safe. Medical records are stored in the Director of Special Education's office, psychological test protocols are stored in the School Psychologist's office and speech and language records are housed in the Office of the Speech and Language Therapists. All records are confidential, secure, and made available only to authorized personnel with the approval of the Superintendent, Director, the Director of Student Services, or the Student Records Officer.

C. Periodic review and deletion of data

1. Parents shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child. Prior to its destruction, The PA Cyber Charter School shall send written notification to the parent or eligible student which shall inform them of their right to receive a copy of material, originated by the school to be destroyed. Parent or eligible student will be informed of material, not originated by the school (i.e. psychiatric reports, agency reports, etc.), to be destroyed. The originating person or agency must disclose copies of such information.
2. Upon request of the parent, personally identifiable information no longer needed must be destroyed, with the following exception: a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation.
3. Except as stated in Paragraph 2 above, nothing in this section shall be construed to mean that The PA Cyber Charter School is required to destroy education records.

4. No education records will be destroyed that contain information necessary for the education of the student who is enrolled.

D. Longevity of data

Administrative data shall be maintained by The PA Cyber Charter School for a period of at least 20 years beyond the date that the student attains the age of 21.

Professionals shall eliminate unnecessary supplementary data at periodic intervals. In any case, the student's medical record shall not be destroyed for a period of at least five years after the student ceases to be enrolled in The PA Cyber Charter School. Exceptions may be made where, under rigorous standards and impartial judgment, good cause for their retention can be shown.

## **VI. AMENDMENT OF EDUCATION RECORDS**

**A. A parent or student who believes that information contained in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy rights of the child, may make a request to the Director that the records be amended.**

B. The PA Cyber Charter School shall decide whether to amend the information in accordance with the request within 10 business days from receipt of the request.

C. If the school agrees to amend the disputed information, the parent or student shall be notified in writing.

D. If the school refuses to amend the information in accordance with the request, it shall inform the parent or eligible student in writing of the refusal, the reason (s) for that refusal, and his or her right to a hearing under FERPA, Sec.99.21.

## **VII. HEARINGS: RIGHTS AND PROCEDURES**

A. The PA Cyber Charter School shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy rights of the child.

The hearing must meet, at a minimum, the following requirements:

1. The School shall hold the hearing within 20 business days after it has received the request for a hearing.
2. The School shall give the parent or eligible student notice of the date, time, and place of the hearing, within 5 business days of the request.
3. The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.
4. The parent or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised, and may be assisted or

represented by individuals of his or her choice, including an attorney, at his or her own expense.

5. The decision of the hearing panel shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision. This decision will be rendered in writing thirty days after conclusion of the hearing. A copy of the decision will be retained in the official student record.

### Hearing Results

1. If, as a result of the hearing, The PA Cyber Charter School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the child, it shall amend the information accordingly and so inform the parent in writing.
2. If, as a result of the hearing, The PA Cyber Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy rights of the child, it shall inform the parent of the right to place in the child's records, a statement commenting on the information or setting forth reasons for disagreeing with the decision. The statement must:

Be maintained as part of the records of the child as long as the contested portion is maintained.  
Be disclosed, if the records of the child or the contested portion is disclosed to any party.

### **VIII. PARENT NOTIFICATION**

A. Annually, parents will receive a description of their rights under FERPA and implementing regulations, including the right to:

1. Inspect and review the student's education records
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
3. Be notified of the procedures for:
  - a. Exercising the right to inspect and review education records
  - b. Requesting the amendment of records
4. Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA, Sec.99.31 authorizes disclosure without consent to, for example, school officials with legitimate educational interest.
5. File, with the U.S. Department of Education, a complaint concerning alleged failures by the School to comply with the requirements of the Act.

B. Upon request, parents may receive:

1. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods used to gather

information (including the source,) and the uses to be made of the information

2. A summary of the policies and procedures regarding the storage, disclosure to third parties, retention, and destruction of personally information.
3. Specifications of criteria for determining who constitutes school officials and what constitutes a legitimate educational interest.
4. A list of the types and locations of education records collected, maintained, or used by The PA Cyber Charter School. (Appendix C)

C. The PA Cyber Charter School shall provide effective notification to parents or eligible students identified as having a primary or home language other than English and to parents or eligible students who are disabled.

## **IX. SAFEGUARDS**

A. The PA Cyber Charter School shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

B. The Superintendent shall assume responsibility for ensuring the confidentiality of any personally identifiable information.

C. All persons collecting or using personally identifiable information must receive training or instructions regarding policies and procedures.

D. The PA Cyber Charter School shall maintain, for public inspection, a current listing of the names and positions of those school employees who may have access to personally identifiable information.

E. Children shall be afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type of severity of disability, if any.

F. Parents and students who wish to file complaints with regard to compliance with this policy may do so by contacting the Superintendent. If further appeal is necessary, the parent or eligible student may contact the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605, Phone (202) 260-3887. With regard to complaints concerning violation of privacy rights in special education, contact may be made to : Chief, Division of Compliance, Monitoring and Planning, Bureau of Special education, Pennsylvania Department of Education, 333 Market Street, 7<sup>th</sup> Floor, Harrisburg, PA 17126-0333.

## **X. IMPLEMENTATION**

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A. Director or designated professional personnel will screen all student records to eliminate any material in contradiction to this policy statement.

B. Items removed from the file during the screening process will be destroyed.

C. Upon adoption of this policy by The PA Cyber Charter School Board of Directors.

1. Parents and eligible students will be notified annually of the policies and procedures.
2. Professional staff will be informed of this policy through in service education.

D. The Confidentiality of Student Education Records: Policy and Guidelines will remain on file with the Superintendent and be available upon request.



Appendix B

The PA Cyber Charter School

ACCESS TO EDUCATION RECORDS: AUTHORIZED PERSONNEL

JULY 28, 2003

POSITION	NAME
Superintendent	Dr. Nick Trombetta
Director of Instruction	Robert Babish
Director of Student Services	Dr. Jean P. Aldrich
Curriculum Coordinator	Jane Price
Nurse	Dorothy Uccellini, Dana Marquis
School Psychologist	Frank Sabatino, M. ed., C.A.G.S., LPC
504 Coordinator	Rebecca Manning
Regular Class Teachers	Paul Pupi, Aaron Bovalino Nicole Gianvito Chad Francis Bill Price Karie Acon
Administrative Assistances	Ashlee Parsons Andrea Suznevich

Appendix C

The PA Cyber Charter School

LOCATION OF EDUCATION RECORDS

Date: 8/03

<b>RECORD</b>	<b>LOCATION</b>
Cumulative Record Folder	Office of the Student Records Officer
Special Education Records	Midland Avenue Safe
Psycho educational Records	Midland Avenue Safe
Medical Records	Director of Special Education
Occupational Therapy Records	Midland Avenue Safe

# CONFIDENTIAL RECORDS AND THEIR LOCATIONS

## Types of Educational Records

### **Cumulative Folders**

- ❖ history of grades, class assignments, Group testing, teacher notes, and related information

### **Evaluation Data**

- ❖ MFE team reports, assessments, teacher Evaluations, work samples, and related information

## Location(s)

Ruth Building, Computer System, Penn Data

Safe, Bank building

**Procedural Safeguards Documentation**

Safe, Bank building

- ❖ Surrogate assignment, custody determination, permission forms, parent notices, referrals, and related information

**Individualized Education Programs**

Safe, Bank building

**Penn Data**

Bank building

**Medical Records**

Ruth Building

- ❖ Medication records, prescriptions, health records, immunizations, and related information

**Other** (specify) \_\_\_\_\_

\_\_\_\_\_

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**The PA Cyber Charter School  
652 Midland Avenue**

*Midland, PA 15059*

**IDENTIFICATION REPORT**

TO: All Staff of The PA Cyber Charter School

FROM: Robert Babish, Director of Instruction

SUBJECT: **IDENTIFICATION SYSTEM**

DATE: August 2003

**The 1997 Amendments to the Individuals with Disabilities Education Act mandate that every school district in the country develop a system to identify children with disabilities, birth through age 21, who live in the district. The law requires each district to conduct a “vigorous” search for children with disabilities. The rules adopted by the Pennsylvania Board of Education, direct that, in addition to a three year intensive search, school districts must conduct an annual in-school effort to identify and provide services to children with disabilities.**

Every year in September, The PA Cyber Charter School continues its effort to identify children with disabilities. The PA Cyber Charter School will continue to conduct an intensive awareness to locate, identify, and evaluate children with disabilities under the age of twenty-two. The assistance of all staff members and agency personnel is needed to accomplish this task.

Any child that you suspect has a disability should be referred to the Multi-Disciplinary Team; Paul Pupi, Aaron Bovalino, Co-Chairmen, or Rebecca Manning, Director of Special Education who can be reached at (724) 643-1180. Either of these individuals will provide additional information about the differentiated referral system.

Few legislative mandates of the federal government have such far-reaching implications for school districts. The PA Cyber Charter School is committed to working in providing services that meet the individual needs of each child. We request your cooperation and assistance in meeting this challenge.

TO: Professional Staff

INFORMATION REGARDING DIFFERENTIATED REFERRAL SYSTEM
--

**What is a differentiated referral system?**

The differentiated referral system is a process for determining or differentiating the type, extensiveness, and priority of services or interventions necessary to address identified concerns.

**For whom should assistance be requested?**

Any child having difficulties which may require a team approach to address.

**Who may request assistance?**

Anyone who has direct knowledge of the child.

**How is a request made?**

By Instructional Supervisor or Parent/Student

**What happens next?**

1. The Request for Assistance Form and school records are reviewed by a multidisciplinary team (MDT).
2. A meeting of qualified professionals and the parent (s) will be scheduled to determine what activities are needed to assist the student. These may include the following:
  - Collection of additional information
  - Consultation
  - Observation
  - Interventions
  - Referral to other sources
  - Interviews
  - Counseling
  - Assessment (e.g., curriculum based screening, or other appropriate measures to determine interventions)
  - Professional development
  - Determine if there is a suspected disability
3. If the referral was for a suspected disability, the team will meet to determine if a disability is suspected and, if necessary, plan the evaluation report.

If the parent (s) suspects that their child has a suspected disability, a Evaluation Report must be completed.

**Note: In the event that the student has a suspected disability, the IEP meeting shall be held not more than 90 calendar days after parental consent for Evaluation Report has been received or within 120 calendar days after the date that student is referred as a child with a suspected disability, unless a longer time span is mutually agreed upon in writing by the parent and the school district.**

THE PA CYBER CHARTER SCHOOL STAFF INFORMATION- POLICIES AND  
PROCEDURES  
CONFIDENTIALITY OF EDUCATION RECORDS OF CHILDREN ELIGIBLE FOR  
SERVICES UNDER IDEA

TO: All Professional Staff of The PA Cyber Charter School

FROM: Robert Babish, Director of Instruction  
Rebecca Manning, Director of Special Education

RE: **Confidentiality Policies and Procedures**

In the interest of protecting confidentiality of personally identifiable data collected or used regarding students with disabilities, Mr. Robert Babish, has been assigned to act as the records control officer.

Mr. Babish shall be responsible for ensuring the confidentiality of any personally identifiable data that are collected, maintained, or used by The PA Cyber Charter School staff in accordance with the Board-adopted policies and procedures.

A list of employees having access to personally identifiable data is maintained and displayed where confidential records are kept. Personnel who have legitimate educational interests have access to these files. The records control officer maintains a list of such personnel. You may be asked to sign our School Record of Persons Obtaining Access to Confidential Education Record and to indicate the reason for requesting access.

Direct any questions regarding confidentiality issues to Mr. Robert Babish, Director of The PA Cyber Charter School.

**Attached:** Policies and Procedures Regarding Confidentiality of Education Records of Children Eligible For Services Under IDEA.

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THE PA CYBER CHARTER SCHOOL STAFF INFORMATION- POLICIES AND  
PROCEDURES  
CONFIDENTIALITY OF EDUCATION RECORDS OF CHILDREN ELIGIBLE FOR  
SERVICES UNDER IDEA

1. Access Rights

- a. The school district and other educational agency shall develop and implement written procedures that permit the parent to inspect and review any educational records relating to his or her child, which are collected, maintained, or used by the school district or other educational agency under this rule. The school district or other educational agency shall comply with the parent's request without unnecessary delay and before any meeting regarding an individualized education program or hearing related to the identification, evaluation, educational placement, or provision of a Free Appropriate Public Education (FAPE) of the child and, in no case, more than forty-five (45) days after the request has been made.
- b. The school district or other educational agency may presume that the parent has authority to inspect and review records relating to his or her child unless the school district or other educational agency has been advised that the parent does not have the authority under the applicable state law governing such matters as guardianship, separation, and divorce.
- c. The school district or other educational agency may charge a fee for copies of records that are made for the parent under this rule if the fee does not effectively prevent the parent from exercising the right to inspect and review those records.
- d. The school district or other educational agency may not charge a fee to search for or retrieve information.

2. Records Access

- a. Each school district and other educational agency shall develop a list of the types and location of education records collected, maintained, or used by them and shall provide this list to parents on request.
- b. Each school district and other educational agency shall develop and implement written procedures to keep a record of parties allowed access to educational records collected, maintained, or used (except access by parents and authorized employees of the school district or other educational agency) including the
  1. Name of party;
  2. Date access was given; and
  3. Purpose for which the party is authorized to use data.

If any educational records includes information on more than one child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.

3. Amendment of Records at Parent's Request

- a. Each school district and other educational agency shall develop and implement written procedures so that a parent who believes that information in education records collected, maintained, or used under this part is inaccurate, incomplete, misleading, or violates the privacy or other rights of their child, may request the school district of other educational agency that maintains the information to amend that information.
- b. The school district and other educational agency shall decide whether or not to amend the information in accordance with the request within a reasonable period of time after receipt of the request.
- c. Each school district and other educational agency shall develop and implement written procedures so that if it decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a records hearing to challenge information in education records to ensure that it is not inaccurate, incomplete, misleading, or otherwise in violation of the privacy or other rights of the child.
- d. Each school district and other educational agency shall develop and implement written procedures regarding the records hearing which shall include at least the following elements:
  1. The records hearing shall be held within a reasonable period of time after the school district or other educational agency has received the request, and the parents shall be given notice of the date, place, and time reasonably in advance of the hearing.
  2. The records hearing may be conducted by any party, including an official of the school district or educational agency that does not have a direct interest in the outcome of the hearing.
  3. The parents shall be afforded a full and fair opportunity to present evidence relevant to the issues and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
  4. The school district of other educational agency shall make its decisions in writing within a reasonable period of time after the conclusion of the hearing.
  5. The decision of the school district or other educational agency shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

#### 4. Result of Record Hearing

Each school district and other educational agency shall develop and implement written procedures regarding the results of the records hearing. The procedures shall include the following:

- a. If, as a result of the records hearing, the school district or other educational agency decides that this information is inaccurate, incomplete, misleading, or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parents in writing.
- b. If, as a result of the records hearing, the school district or other educational agency decides that the information is not inaccurate, incomplete, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parents of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school district or other educational agency.
- c. Any explanation placed in the record of the child under this section shall be maintained by the school district or other educational agency as part of the records, of the child as long as the records or contested portion is maintained. If the records of the child, or contested portions are disclosed to any party, the explanation must also be disclosed to the party.

#### 5. Safeguards

Each school district and other educational agency shall have written policies and procedures to protect the confidentiality of personally identifiable data at collection, storage, disclosure, and destruction stages. These procedures must include the following provisions:

- a. All school district or other educational agency personnel collecting, maintaining, using, or otherwise having access to personally identifiable data shall be informed of the confidentiality policies and procedures of the school district or other educational agency.
- b. One administrator shall be assigned the responsibility for assuring confidentiality of any personally identifiable data.
- c. The agency shall maintain, for public inspection, a current listing of the names and positions of those employees within the school district or other educational agency who may have access to the personally identifiable data.

#### 6. Prior Consent for Disclosure

- a. Each school district and other educational agency shall have written policies and procedures for disclosing personally identifiable information from the education records of a student without the written consent of the parent if the disclosure is made:

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1. To other officials including teachers within the school district or other educational agency who have been determined by the school district or other educational agency to have a legitimate educational interest;
2. To officials of another school, school district, or other educational agency in which the students seeks or intends to enroll
  - a. When the transfer of records is initiated by the parent at the sending school district, joint vocational school, or other educational agency,
  - b. When the school district or other educational agency includes a notice in its policies and procedures that it forwards education records on request to a school district or other educational agency in which a student seeks of intends to enroll, or
  - c. After a reasonable attempt to notify the parent, at the parent's last known address, that the transfer of records has been made;
3. To federal and state officials in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of or compliance with the federal legal requirements that relate to these programs;
4. In Connection with financial aid for which a student has applied or which a student has received, provided that personally identifiable information from the education records of the student may be disclosed only as may be necessary for such purposes as
  - a. The determination of the eligibility of the student for financial aid,
  - b. The determination of the amount of financial aid,
  - c. The determination of the condition which will be imposed regarding the financial aid, or
  - d. The enforcement of the terms or conditions of the financial aid;
5. In reporting a crime committed by a child with a disability, the district may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights And Privacy Act: Final Regulations (34 CFR §99.31).

Parent permission is required for a release of records, unless a lawfully issued subpoena or court order has been issued.

If the school district reports a crime committed by a child with a disability, the district shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime; or

6. To others when specified, but not limited to those outline in the Family Educational Rights and Privacy Act: Final Regulations (34 CFR §99.31).
- b. Each school district and other educational agency shall develop and implement written procedures for obtaining the written consent of the parent before disclosing personally identifiable information from the educational records of a student, other than directory information, except as provided in item 6.a. The written consent must be signed and dated by the parent giving the consent and shall include:
  1. A specification of the records to be disclosed;
  2. The purpose or purposes of the disclosure; and
  3. The party or class of parties to whom the disclosure may be made.
- c. When a disclosure is made pursuant to the above, the school district or other educational agency shall, upon request, provide a copy of the record that is disclosed to the parent and to the student, if so requested by the student's parent.

#### 7. Destruction of Information

Each school district and other educational agency shall develop and implement written procedures, which provide that:

- a. The school district or other educational agency shall inform the parent or student, if appropriate, when personally identifiable information collected, maintained, or used under this paragraph is no longer needed to provide educational services to the child;
- b. The personally identifiable information on a child with a disability may be retained permanently unless the parent requests that it be destroyed. The school district and other educational agency should remind them that the records may be needed by the child or the parent for social security benefits or other purposes;
- c. The information shall be destroyed at the request of the parent or student, if appropriate. However, a permanent record of a student's name, address, phone number, grades, attendance records, classes attended, grade level completed, and year completed may be maintained without time limitation; and
- d. All personally identifiable information will be kept for at least seven years or longer if required for audit or other purposes.

#### 8. Children's Rights

- a. When the student reaches the age of majority, the school district or other educational agency shall ensure that all rights regarding records previously described are transferred to the student (except for a student who has been determined to be incompetent under State law).

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- b. The school district or other educational agency shall ensure that all rights previously described are transferred to children (ages 18-21) who are incarcerated in an adult or juvenile, state or local correctional institution.
- c. The school district or other educational agency shall notify the parent(s) and the student of the transfer of rights regarding records.
- d. If the school district or other educational agency has received evidence that a probate court has appointed a guardian over the child with a disability, the school district or other educational agency shall appoint the legal guardian to represent the educational interests of the child until the child reaches the age 22, if the child is not a ward of the state.

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**Western Pennsylvania Cyber Charter School**

**2003-2004 SCHOOL YEAR**  
**SAT SCORES**

	<u>Verbal</u>	<u>Math</u>	<u>Total</u>
<b><u>GRADE 9</u></b>			
	510	660	1170
	520	460	980
	<u>530</u>	<u>610</u>	<u>1140</u>
Average			
=	520	576.6667	<b>1096.667</b>
<b><u>GRADE 10</u></b>			
	710	570	1280
	590	340	930
	520	430	950
	<u>680</u>	<u>690</u>	<u>1370</u>
Average			
=	625	507.5	<b>1132.5</b>
<b><u>GRADE 11</u></b>			
	710	590	1300
	440	440	880
	490	400	890
	520	480	1000
	520	450	970
	560	660	1220
	570	580	1150
	600	700	1300
	610	650	1260
	470	350	820
	580	500	1080
	650	660	1310
	460	500	960
	520	640	1160
	640	620	1260
	660	660	1320
	590	550	1140
	390	400	790
	560	530	1090
	520	450	970
	470	480	950
	600	550	1150
	620	550	1170
	790	570	1360
	510	430	940
	<u>660</u>	<u>560</u>	<u>1220</u>
Average=	565.7692	536.5385	<b>1102.308</b>

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**GRADE 12**

	550	610	1160
	640	530	1170
	400	410	810
	600	540	1140
	540	480	1020
	610	520	1130
	480	480	960
	380	330	710
	420	440	860
	510	460	970
	740	780	1520
	500	460	960
	610	520	1130
	640	500	1140
	560	650	1210
	590	580	1170
	690	590	1280
	490	550	1040
	520	470	990
	440	430	870
	520	500	1020
	640	490	1130
	690	610	1300
	570	540	1110
	500	580	1080
	470	360	830
Out of HS	770	610	1380
	<u>540</u>	<u>500</u>	<u>1040</u>
Average=	557.5	518.5714	<b>1076.071</b>

**2003 Pennsylvania State Average** (source: PDE website)

	<b>500</b>	<b>502</b>	<b>1002</b>
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**2003 National Average**

	<b>507</b>	<b>519</b>	<b>1026</b>
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**Additional Information\***

Writing	600
Japanese w/ listening	670
Writing	640
Physics	790
Math Level IIC w/calculator	800
Chemistry	670
Writing	430
Chemistry	720
Math Level IC w/calculator	720
Literature	580

\*WPCCS student scores on the SAT II Subject Tests

Attachment H- Teacher Evaluation Plan

**Supervision and Evaluation Of Professional Staff Members**

The Board of Education recognizes that the continuing evaluation of professional teaching staff members is essential to the achievement of the educational goals of this district. The purpose of a program of evaluation will be to:

- Promote professional excellence;
- Improve the skills of professional teaching staff members;
- Improve pupil learning and growth; and
- Provide a basis for the review of teaching staff member performance.

The Board will provide leadership, adequate resources for supervision and professional development, time for the proper conduct of evaluations, and time for in-service training. Supervision has as its primary goal the improvement of instruction and carries with it a responsibility on the part of supervisors to help teachers become more effective. Supervision should contribute to an educational climate in which teachers can change and grow. Supervisors in the Western Pennsylvania Cyber Charter School are expected to provide teachers with objective, job-oriented evaluations, including professional development plans and opportunities for career development.

Each tenured teaching staff member shall be evaluated annually by appropriately certified and trained administrators or supervisors against criteria that evolve logically from the district's goals, instructional priorities and program objectives set forth in the teaching staff member's job description. Each tenured teaching staff member shall also be evaluated against available indicators of pupil progress and growth.

The Superintendent shall direct the development, in consultation with tenured teaching staff members, of job descriptions and evaluation criteria for each teaching staff member position. Job descriptions will be clear and concise and will be presented to the Board for its approval.

The Superintendent shall distribute to each teaching staff member, no later than October 1 of each school year, a copy of this policy and the teaching staff member's job description and evaluation criteria; any amendments made to these documents will be distributed no later than ten days after their adoption.

The Superintendent shall develop, in consultation with teaching staff members, procedures for the evaluation of tenured teaching staff members that include, as a minimum:

1. The collection and reporting of data that is appropriate to the job description and includes as a minimum the observation of classroom instruction;
2. Observation conferences between the tenured teaching staff member and the evaluating supervisor;
3. The preparation of individual professional improvement plans;
4. The preparation by the supervisor of an annual written performance report, which shall include the teaching staff member's performance areas of strength and weakness, an individual professional improvement plan developed by the member and the supervisor, and a summary of the results of formal and informal assessments of the member's pupils along with a statement as to how these pupil indicators relate to the effectiveness of the overall program and to the member's performance;

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5. The conduct of an annual summary conference between the supervisor and the member that will include a review of the member's performance, progress toward the objectives set forth in the professional improvement plan developed at the previous annual conference, pupil assessments and growth toward program objectives, and the written performance report prepared by the supervisor; and
6. The signing of the annual written performance report within five working days of the annual summary conference and the provision that the member may, within ten working days of the signing of the report, augment the report with additional performance data.

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ATTACHMENT I-Board of Trustee List

WPCCS BOARD MEMBERSHIP

The Pennsylvania Cyber Charter School  
 Executive Officer  
 900 Midland Ave, Midland PA 15059  
 Secretary  
 Phone (724) 643-1180

Nick Trombetta, Ed.D., Chief  
 Kelley Schulte, Board  
 FAX: (724) 643-1181

Regular meetings: 3<sup>rd</sup> Wednesday of every month, 8:00 am  
[wpccs@midlandpa.org](mailto:wpccs@midlandpa.org)

AUN # 127043430

<u>PHONE (W)</u>	<u>NAME</u> <u>TERM</u>	<u>ADDRESS</u>	<u>PHONE (H)</u>
President	Patience Katich 11-2003	725 Midland Avenue, Midland 15059	724-643-1917
Vice-President 724-643-4900	Mary Ellen Bellay 11-2003	825 Penn Avenue, Midland 15059	724-643-4496
Treasurer* 724-643-8650	Karen Granito 11-2003	29 Park Place, Midland 15059	724-643-4848
Solicitor* 724-847-3800	Robert Masters 11-2003	1126 Sixth Avenue Beaver Falls 15010	724-775-7630

\* Non-voting member of Board

724-775-5600	Edward Elder 11-2003	308 Baker Drive, Aliquippa 15001	724-375-2377
724-775- 8561 x 230	Judy Garbinski 11-2003	3925 4 <sup>th</sup> Avenue Beaver Falls 15010	724-843-4747
724-643-8650	Stephanie Pennington 11-2003	1061 Virginia Avenue, Midland 15059	724-643-1926
724-643-1180	Ronald Young 11-2003	242 Pleasantview Drive, Midland 15059	724-643-8912
724-643-9004	Ray Hoppa 11-2003	1510 2 <sup>nd</sup> Street, Beaver 15009	724-728-1868

## **Attachment J**

### **Western Pennsylvania Board of Trustees**

#### **Meeting Schedule 2004-05**

August 18 8:00 AM Ruth Building

September 15 8:00 AM Ruth Building

October 13 8:00 AM Ruth Building

November 17 8:00 AM Ruth Building

December 15 8:00 AM Ruth Building

January 19 8:00 AM Ruth Building

February 16 8:00 AM Ruth Building

March 16 8:00 AM Ruth Building

April 20 8:00 AM Ruth Building

May 18 8:00 AM Ruth Building

June 15 8:00 AM Ruth Building

Attachment M- Discipline Policies

## **CONDUCT/DISCIPLINE**

### **Due Process**

Public education includes students from many backgrounds. While WPCCS supports individuality and growth, it must have rules to function effectively. WPCCS must provide students, parents, school personnel and the public with a clear description of the minimum standards of behavior for all students. Ultimately, the WPCCS School Board defines appropriate student conduct and presents a range of response for use by school personnel to address individuals who exhibit inappropriate behavior.

All suspension and expulsion procedures are conducted according to due process. Only the Director or Assistant Director may suspend or expel.

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

### **Code of Conduct**

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

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

- Cheating - acting dishonestly, copying or using someone else's work.
- Insubordination - not accepting directions; refusing to cooperate with WPCCS employees, agents and other representatives.
- Theft - taking property of another without right or permission.
- Fighting - participating in physical contact with one or more students, faculty, or staff of

WPCCS or any other person with the intent to injure.

- Possession/Intake of Alcohol or other Illicit Substances.
- Vandalism - purposeful destruction, misuse or defacing WPCCS property.
- Profane/Obscene Language or Gestures toward Students/Staff/Teachers/Others - using unacceptable, disrespectful words, terms, or gestures intended to embarrass or insult.
- Wrongful Conduct - any action or inaction not specifically referenced in the listing above that impedes, obstructs, interferes, or violates the mission, philosophy, and regulations of WPCCS or is disrespectful, harmful, or offensive to others or property.

## **Harassment**

Harassment is any hostile, intimidating, intentional and/or unwanted conduct that creates an offensive environment for any member of the school community. The WPCCS prohibits harassment in any form. Anyone involved in an incident of harassment should report it immediately to appropriate school personnel.

The administrator who receives the report will document the incident. The school will conduct an internal investigation of the incident immediately. Where appropriate, a report will be filed with the law enforcement agency of jurisdiction. The school will notify all parties directly involved that an investigation is in progress. Those parties will also be advised of the results of the investigation. The school may take corrective and/or disciplinary action as warranted.

## **Drugs, Alcohol and Tobacco**

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

## **Weapons**

The WPCCS prohibits the possession of any weapon(s) on school property or at school-sponsored events. Violators face a full range of disciplinary action including suspension or expulsion from school. They also may be prosecuted to the full extent of the law. [Click on this link](#) to review the complete weapons policy.