School Profile

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

Phase: Phase 2
CEO Name: Patricia Leighow
CEO E-mail address: pleighow@susqcyber.org
Governance and Staff

Leadership Changes

Leadership changes during the past year on the Board of Trustees and in the school administration:

The President of the BOT changed this year to John Zerance. The remaining Trustees in addition to John are Edward Keller and Edward Sowul.

Board of Trustees Meeting Schedule

<table>
<thead>
<tr>
<th>Location</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>3/22/2016 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>7/26/2016 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>8/23/2016 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>9/20/2016 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>10/23/2016 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>11/22/2016 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>12/20/2016 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>1/24/2017 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>2/28/2017 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>5/23/2017 7:00 PM</td>
</tr>
<tr>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>6/27/2017 7:00 PM</td>
</tr>
</tbody>
</table>

Professional Staff Member Roster

There are no professional staff members.

The professional staff member roster as recorded originally on the PDE-414 form

XLSX file uploaded.

Quality of Teaching and Other Staff

<table>
<thead>
<tr>
<th>Position Categories</th>
<th>All Employed per Category</th>
<th>Appropriately Certified</th>
<th>Promoted</th>
<th>Transferred</th>
<th>Terminated</th>
<th>Contracted for Following Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive Officer</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Role</td>
<td>Regular</td>
<td>Special</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>1.00</td>
<td></td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1.00</td>
<td></td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher (including Master Teachers)</td>
<td>6.00</td>
<td>6.00</td>
<td>6.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialty Teacher (including Master Teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher (including Master Teachers)</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td></td>
<td></td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>13.00</td>
<td>13.00</td>
<td>12.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further explanation:

Staff reduction of a regular education teacher. Will be adding a special education teacher but as of date of submission individual has not yet been hired.
Fiscal Matters

**Major Fundraising Activities**

Major fundraising activities performed this year and planned for next year:

There were no major fundraising activities last year and there are none planned for the upcoming year.

**Fiscal Solvency Policies**

Changes to policies and procedures to ensure and monitor fiscal solvency:

There were no changes to the Fiscal Solvency Policies. All fiscal services remained in-house this year.

SusQCyber-Charter School continues to follow the accounting and expenditure rules as outline in the School Code. School By-Laws have specific requirements for the fiscal accountability of the cyber school.

These procedures include:

- Solicitations of quotes and bids
- Legal review of contracts
- Board approval of expenditures
- Utilizations of Pa Chart of Accounts
- Multiple signatures required on all checks
- Contracted services of Conrad Siegel to complete GASB 45 reporting

**Fiscal Solvency Policies**

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

No files have been uploaded.

**Accounting System**

Changes to the accounting system the charter school uses:
All financial records are maintained following the Manual of Accounting and Financial reporting for PA Public Schools utilizing QuickBooks accounting software. The data is manually transferred to the PDE Reports. Budget and Annual Financial Reports are submitted electronically and are in accordance with GAAP and GASB 45.

**Preliminary Statements of Revenues, Expenditures & Fund Balances**

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

*XLSX file uploaded.*

**Financial Audits**

**Basics**

- **Audit Firm:** Herring Roll and Solomin
- **Date of Last Audit:** 03/16/2016
- **Fiscal Year Last Audited:** 2014-2015

**Explanation of the Report**

Detailed explanation of the report (if the previous year’s report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

The audit for the 2014-2015 school year was competed by Herring, Roll and Solomon. The auditors have made the suggestion that the accounting responsibilities be separated and we have hired an additional staff member to accomplish this.

**Financial Audit Report**

The Financial Audit Report, which should include the auditor’s opinion and any findings resulting from the audit

*No file has been uploaded.*

**Citations**

Financial audit citations and the corresponding Charter School responses

<table>
<thead>
<tr>
<th>Description</th>
<th>Response</th>
</tr>
</thead>
</table>

**Federal Programs Consolidated Review**

**Basics**

Title I Status: No
Date of Last Federal Programs Consolidated Review: 
School Year Reviewed: 

**Federal Programs Consolidated Review Report**

The Federal Programs Consolidated Review Report, which should include the Division’s opinion and any findings resulting from the audit

*No file has been uploaded.*

**Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<table>
<thead>
<tr>
<th>Description</th>
<th>Response</th>
</tr>
</thead>
</table>


Special Education

Chapter 711 Assurances

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and 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 their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of 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.

Following 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.

Assurance of 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.

Special Education Support Services

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Location</th>
<th>Teacher FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Secretary</td>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>0.5</td>
</tr>
<tr>
<td>Special Education Supervisor</td>
<td>Ben Franklin Technology Center 240 Market Street, Bloomsburg, PA</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Special Education Contracted Services

<table>
<thead>
<tr>
<th>Title</th>
<th>Amt. of Time per Week</th>
<th>Operator</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaleidoscope Family Solutions Inc</td>
<td>1 Days</td>
<td>Outside Contractor</td>
<td>10 or fewer</td>
</tr>
</tbody>
</table>
Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring: 04/30/2015
Link to Report (Optional): Not Provided

Special Education Cyclical Monitoring Report

The Special Education Cyclical Monitoring Report, which should include the Bureau’s findings

No file has been uploaded.
Special Education Personnel Development

Preparing Transition Age Youth for Employment

Transition matrix has been implemented where specific criteria to be address each year.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Patricia Leighow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>4/19/2016</td>
</tr>
<tr>
<td>End Date</td>
<td>4/19/2016</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Special Education, Student Services</td>
</tr>
<tr>
<td>Hours Per Session</td>
<td>4</td>
</tr>
<tr>
<td># of Sessions</td>
<td>1</td>
</tr>
<tr>
<td># of Participants Per Session</td>
<td>1</td>
</tr>
<tr>
<td>Provider</td>
<td>PaTTAN</td>
</tr>
<tr>
<td>Provider Type</td>
<td>PaTTAN</td>
</tr>
<tr>
<td>PDE Approved</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Knowledge Gain

Participants will be able to:

- Define practical strategies and lessons learned to be used by guidance counselors, secondary transition coordinators and teachers.
- Identify trends among high profile employers including the participation of industry representatives who have created successful workforce programs.
- Develop a template for this training program through its work with SAP, the global leader in enterprise software.
- Identify collaborations among schools, employers and Office of Vocational Rehabilitation (OVR).

Research & Best Practices

For classroom teachers, school counselors and education specialists

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school or LEA administrators, and other educators seeking leadership roles

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format

School Whole Group Presentation

Participant Roles

Classroom teachers

Grade Levels

High (grades 9-12)
<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Methods</td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
</tbody>
</table>
## Special Education Program Profile

**Program Position #1**

*Operator:* Charter School

### PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Franklin Bldg</td>
<td>A Senior High</td>
<td>A building in which General Education programs are operated</td>
<td>Full-Time Special Education Class</td>
<td>Learning Support</td>
<td>14 to 18</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>
Facilities

Fixed assets acquired by the Charter School during the past fiscal year

Fixed assets acquired by the Charter School during the past fiscal year:

Due to budget constraints, there were no acquisitions during the 2015-2016 school year.

The total Charter School expenditures for fixed assets during the identified fiscal year:

$1,158,751.00

Facility Plans and Other Capital Needs

The Charter School’s plan for future facility development and the rationale for the various components of the plan:

Our facilities are located in the Bloomsburg Regional Technology Buildings. Our current needs are being met with this facility and there is room for expansion as enrollment increases. The Building Committed conducts an annual evaluation of the school's needs and determines if a facilities search is needed.

Memorandums of Understanding

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomsburg town Polic</td>
<td>To establish procedures for any incidents on school</td>
</tr>
<tr>
<td>Department</td>
<td>property or school events.</td>
</tr>
</tbody>
</table>
Charter School Annual Report

Affirmations

Charter Annual Report Affirmation
I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

Affirmed by John Zerance on 7/28/2016
President, Board of Trustees

Affirmed by Patricia Leighow on 7/27/2016
Chief Executive Officer
Charter School Law Affirmation

Pennsylvania’s first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department’s website at: http://www.education.state.pa.us.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by John Zerance on 7/28/2016

President, Board of Trustees

Affirmed by Patricia Leighow on 7/27/2016

Chief Executive Officer
Ethics Act Affirmation

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: http://www.ethics.state.pa.us.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by John Zerance on 7/28/2016

President, Board of Trustees

Affirmed by Patricia Leighow on 7/27/2016

Chief Executive Officer
Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed by John Zerance on 7/28/2016

President, Board of Trustees

Affirmed by Patricia Leighow on 7/27/2016

Chief Executive Officer
Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed by John Zerance on 7/28/2016

President, Board of Trustees

Affirmed by Patricia Leighow on 7/27/2016

Chief Executive Officer