

Cyber Charter School Application

Submitted to the

Commonwealth of Pennsylvania Department of Education October 1, 2007

- ❖ Children are likely to live up to what you believe of them. ~ Lady Bird Johnson
- ❖ It is relationships not programs that change children...Young people thrive when adults care about them on a one-to-one level, and when they also have a sense of belonging to a caring community. ~ William E. Milliken (founder of Communities in Schools)
- ❖ The underlying purpose of CWD Cyber Charter School is to replicate Carolyn Walker Daniels' commitment to provide a strong educational environment for her children, her consistent encouragement, and her belief that all young people deserve a chance for success. Continuation of her legacy will afford opportunities to children that face incredible odds, yet quietly continue to achieve and move forward as did Carolyn Walkers Daniels.

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CYBER CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

Proposed Cyber Charter School Name (Must Include "Charter School" in the Title)

Proposed Cyber Charter School Administrative Location (City/Town and Zip Code) Philadelphia 19131 County Philadelphia									
Intermediate Unit Philadelphia									
Proposed Start Date July 2008									
Federal Employer Identification Number 23-3093198									
Contact Person: First Joan Middle H. Last Sudler									
Organization CWD Charter School Founding Committee									
City Philadelphia State Pennsylvania Zip Code 19131									
Telephone 610-364-0813 Fax Number 215-592-7219 E-mail cwdmanagement@aol.com									
Founding Coalition: Indicate Number	Grade and Age Ranges	Projected Student							
of Representatives per Group	Grade and rige Kanges	Enrollment Year 1-5							
Parents: 10	Elementary	1 st Year: <u>600</u>							
		nd							
Teachers: <u>10</u>	Secondary	2 nd Year: <u>900</u>							
Business Partners: 4	Age of Kindergarten	3 rd Year: <u>1200</u>							
Community Based Orgs. 3	Age of Beginners	4 th Year: <u>1200</u>							
Museums <u>1</u>	Circle Appropriate Grade(s) K 1 2 3 4 5 6 7 8 9 10 11 12	5 th Year: <u>1200</u>							
Higher Education 3	First year only 9 th and 10 th grade each	Total Number of Teachers: 10 for the 1 st							
Ingher Education <u>e</u>	subsequent year add a grade.	year increasing by 5							
Other Group (Identify)		each year up to 30							
		including Spec. Ed and							
		ELL instructors.							
Does the cyber charter applicant have an existing retirement system? YesNo_X									
Does the applicant group presently have access to a facility suitable for the cyber charter									
school's administrative offices?									
YesXNo									
School Focus: Describe, in brief terms and on an additional page, the proposed cyber charter									

school's mission, educational focus, and other essential characteristics.

SCHOOL FOCUS: MISSION, EDUCATIONAL FOCUS & OTHER ESSENTIAL CHARACTERISTICS

<u>Mission</u>: To utilize the power of technology to provide the highest quality high school education to students who will benefit from individualized instruction and tutoring for improved academic performance; a guidance/mentoring program for social and wellness skill building; and an opportunity to acquire successful work skills.

Educational Focus: The Carolyn Walker Daniels Charter School (CWD) will seek to engage all students, from the academically gifted and talented to those who have traditionally "fallen through the cracks" of most systems; students who have experienced fear, ridicule, reading reluctance, adjudication problems, childhood obesity, and teenage pregnancies. CWD will evaluate barriers to education that prevent students from achieving academically and then equip these students with the tools they need to become successful. At CWD the focus will be to identify the educational, social, and work related needs of each student; then provide the appropriate tools and services to empower every student to function in the community as well as to become a life long learner.

Other Essential Characteristics: Four distinct features will characterize CWD:

- Tailored Individualized Program (TIP): CWD will design and implement a TIP for each student. Each TIP will include individual instruction and tutoring for improved academic performance; a guidance program for social and wellness skill building; and an opportunity to participate in the Work Success Initiative (WSI). Students entering the 9th and 10th grades will receive tutoring; 11th grade students will be assigned a mentor; and 12th graders will participate in apprenticeships, internships, service learning or other hands-on work related experience with partnering agencies and organizations.
- **Rigorous Curriculum:** Adventa Learning is a nationally recognized leading provider of K-12 education technology offering online high school courses and curriculum, exam review, Advanced Placement courses, classroom resources, credit recovery, test preparation supplements for students and educational technology for schools. The curriculum is both highly engaging and educationally sound. USDLA (United States Distance Learning Association) recognized Aventa Learning with its Gold Award for Best Practices for Online Learning Programming http://www.aventalearning.com/news.html.
- Year Round Education: CWD has adopted a proven education model in Year Round Education (YRE) whereby students continue to learn all year within a format of forty-five (45) weekdays (Monday thru Friday) on and fifteen (15) intersession weekdays Monday thru Friday) off. Students are required to attend a minimum of 180 days; however, during the intercession, enrichment and remediation sessions are available for students to utilize if they choose. The numerous advantages to this system include a structured environment all year long, the ability to intervene with students who fall behind by utilizing the 15-day off period for remediation, and the elimination of Summer Learning Loss. Additionally, cyclical renewal after each 45-day period should prevent teacher "burnout."
- Cyber Pods: Although students will be engaged in cyber learning, completing much of their instruction over the Internet, facilities will be available for students to gather and continue their learning experience. The CWD Cyber Charter School will consist of satellite sites called "Cyber Pods" located across the state where students will be able to receive physical education, social skill development, assembly programs and field trips. This will

- allow students to learn in a Cyber environment while also maintaining a sense of social interaction with their peers.
- **Tutoring**: To ensure each student's academic success, tutors will work with students via a variety of modalities including instant messaging, 2-way interactive white board, teleconferencing, approved tutoring software program, and / face-to-face at a Cyber Pod. Tutors will be certified teachers and will assist students with all subjects in the core curriculum.
- **Mentoring**: Mentors will be matched with 11th grade students to help them develop positive character attributes, make good (i.e., socially appropriate) personal decisions, and learn to make healthy choices regarding diet and fitness. Mentors will also work with students on career exploration activities. Like the tutors, mentors will meet with students online and/or face-to-face at a Cyber Pod.
- Work Success Initiative (WSI): In their senior year, students will focus on career development and job readiness activities that may include internships and/or apprenticeships as well as formal career/life planning, resume writing, and job interview skills.

FEDERAL GRANT APPLICATION ADDENDUM TO COMMONWEALTH OF PENNSYLVANIA CHARTER SCHOOL APPLICATION

Public Law 108-382: Improving America's Schools Act of 1994 imposes certain additional requirements for applications for Public Charter Schools. The following application serves as an addendum to the Cyber Charter School Application for the Commonwealth of Pennsylvania and, if approved, may entitle the applicant to federal funds.

if approved, may entitle the applicant to rederal funds.
I. Describe how the cyber charter school agency will provide for continued operation of the school once the federal grant has expired.
The founding coalition has worked gratis to develop CWD. Once approved, CWD will
seek an implementation grant and other applicable funds. Moreover, sound fiscal policies
and procedures will generate enrollment-based revenues and maintain fiscal solvency.
 II. Describe how the federal sub-grant funds will be used, including specifically how such fund will be used in conjunction with other federal programs (Attach PDE-362: Charter School Start-up Grant). CWD will use all federal grants to open the Cyber Charter School. Expenditures will
include but not be limited to: administrative equipment, student computer equipment,
Internet access, duplicating, curriculum, software, educational consultants, administrative
staff. CWD will seek additional funds to build-out of lease space and computer centers.
III. Please check X that you will provide an annual report to the Department of Education, no later than August 1, including information on the progress made in meeting the cyber
charter school's stated goals and objectives. IV. Please check X that you will cooperate with the Department of Education in the
 evaluation of your cyber charter school program. V. Please check X that you will provide additional information and assurances required by the Department of Education.
SIGNATURES
Name of Proposed Cyber Charter School: <u>Carolyn Walker Daniels Cyber Charter School</u>
Date October 1, 2007
President/Vice-President <u>LaTonya Daniels / Alberta L. Paul</u> Board of Trustees

Secretary/Treasurer Joan H. Sudler / Patricia Burnett Griffin

FEDERAL ASSURANCES FOR PUBLIC CHARTER SCHOOLS

PLEASE SIGN THE FOLLOWING ASSURANCES AS A SUPPLEMENT TO THIS FEDERAL GRANT APPLICATION

PUBLIC CHARTER SCHOOL PROGRAM ASSURANCES FOR PUBLIC CHARTER SCHOOLS Pursuant to section 10303(b) of Public Law 108-382: Improving America's Schools act of 1994, as a duly authorized representative of a Public Charter School, I certify the following:

- the charter school, with an enabling state statute, is exempted from state and local rules that inhibit the flexible operations and management of public schools;
- the charter school will make a contribution to assisting educationally disadvantaged and other students in achieving State content standards and State student performance standards and, in general, will contribute to the State's education improvement plan;
- the charter school is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- the charter school operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- the charter school provides a program of elementary or secondary education, or both;
- the charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- the charter school does not charge tuition
- the charter school complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1993, and part B of the Individuals with Disabilities Education Act;
- the charter school admits students on the basis of a lottery, if more students apply for admissions than can be accommodated;
- the charter school agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State.
- the charter school meets all applicable Federal, State, and Local health and safety requirements; and
- the charter school operates in accordance with State law.

Charter school <u>Carolyn Wal</u>	ker Daniels Cyber Charter School	Date	October 1, 2007	
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Authorized Representative _				

I. SCHOOL DESIGN

Children are likely to live up to what you believe of them. ~ Lady Bird Johnson

1. Mission Statement:

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

Committed to the belief that every student deserves an opportunity to succeed, the mission of the Carolyn Walker Daniels Cyber Charter School (CWD) is to utilize the power of technology to provide the highest quality high school education to students who will benefit from individualized instruction and tutoring for improved academic performance; a character education program for social and wellness skill building; and an opportunity to acquire effective work skills through apprenticeships.

The founders' core philosophy is informed by the life of a gallant woman and the work her life inspired. Carolyn Walker Daniels was born in Chattahoochee, Florida, married and moved to Philadelphia at the age of 17. She worked as a nurse's aide for the Simpson House in West Philadelphia for over 30 years before becoming ill with diabetes. As the mother of seven, she appreciated the power of education and worked the nightshift her entire career so that she could be home during the day to see her children to and from school. During the last ten years of her life, Carolyn endured constant pain and hospital stays for dialysis. Bed-ridden, she continued to love and nurture her children and served as a role model to all who met her.

The underlying purpose of CWD is to replicate Carolyn Walker Daniels' commitment to provide a strong educational environment for her children, her consistent encouragement, and her belief that all young people deserve a chance for success. Continuation of her legacy will afford opportunities to children that face incredible odds, yet quietly continue to achieve and move forward as did Carolyn Walkers Daniels.

CWD will provide a viable, innovative public school option for students who face a variety of academic, personal, and social challenges, to complete their secondary school education and to develop the social and academic skills, attitudes, and behaviors required to become lifelong learners and empowered citizens. Through a comprehensive program that includes individualized online learning and rigorous year-round schooling, as well as compelling opportunities for structured social interaction and engagement in meaningful community activities, CWD will provide an alternative school setting for students who do not succeed in the traditional public high school environment.

While all students would be eligible to enroll, CWD will rigorously seek to engage those students who have traditionally "fallen through the cracks" of most systems; such students will include those who have experienced fear and/or ridicule related to childhood obesity or gender identity, poor school attendance related to pregnancy or incarceration, and academic failure related to reading reluctance and limited basic academic skill development. CWD will be a safe haven and a springboard to success for those most in danger of dropping out and/or becoming the "children [and youth] left behind." CWD will serve students in grades 9-10 in Year 1 and expand through grades 11 and 12 in Years 2 and 3. Students from throughout the Commonwealth of

Pennsylvania may enroll, although we expect the School District of Philadelphia will be our primary sending district.

B. What is your overarching vision of the school?

It is relationships, not programs, that change children. A great program simply creates the environment for healthy relationships to form between adults and children. Young people thrive when adults care about them on a one-to-one level, and when they also have a sense of belonging to a caring community. William E. Milliken (founder of Communities in Schools)

As a cyber school, CWD will develop relationships among adults and youth by individualizing each student's educational program through use of technology tools. Additionally, the school will further personalize each student's program by offering students relationships with well-trained, caring adults to assist them with each phase of their high school education. For 9th and 10th graders, tutors will be available to strengthen students' academic skills; 11th graders will benefit from the guidance of a mentor in the areas of character development, social skills, and healthy choices; and 12th graders will participate in apprenticeships / internships / service learning commitments designed to further their career awareness and work readiness.

Four key elements characterize CWD, as follow:

1. **Tailored Individualized Program (TIP)**: Based on assessment of each student's academic achievement levels, strengths and weaknesses, interests, and career/life goals, CWD will design and implement a Tailored Individualized Program (TIP) to ensure her/his successful completion of secondary school. The TIP will provide each student with (1) individualized instruction and tutoring designed to improve academic achievement, (2) character education to develop social skills and healthy habits, and (3) engagement in the Work Success Initiative (WSI) to build career awareness and job readiness.

<u>Tutoring</u>: To ensure each student's academic success, tutors will work with students via a variety of modalities including instant messaging, 2-way interactive white board, approved tutoring software program, teleconferencing, and / face-to-face at a Cyber Pod. Tutors will be certified teachers and will assist students with all subjects in the core curriculum.

<u>Mentoring</u>: Mentors will be matched with 11th grade students to help them develop positive character attributes, make socially appropriate personal decisions, and learn to make healthy choices regarding diet and fitness. Mentors will also work with students on career exploration activities. Like the tutors, mentors will meet with students online, by telephone, and/or face-to-face at a Cyber Pod.

<u>Work Success Initiative</u> (WSI): In their senior year, students will focus on career development and job readiness activities that may include internships and/or apprenticeships as well as formal career/life planning, resume writing, and job interview skills.

2. **Rigorous Curriculum:** Adventa Learning is a nationally recognized leading provider of K-12 educational technology offering online high school courses and curriculum, exam review, Advanced Placement courses, classroom resources, credit recovery, test

facilities would in tier #2.

- preparation supplements for students and educational technology for schools. The curriculum is both highly engaging and educationally sound. USDLA (United States Distance Learning Association) recognized Aventa Learning with its Gold Award for Best Practices for Online Learning Programming http://www.aventalearning.com/news.html.
- 3. **Year Round Education**: CWD has adopted a proven education model in Year Round Education (YRE) whereby students continue to learn all year within a format of forty-five (45) weekdays (Monday thru Friday) on and fifteen (15) intersession weekdays Monday thru Friday) off. Students are required to attend a minimum of 180 days; however, during the intercession, enrichment and remediation sessions are available for students to utilize if they choose. The numerous advantages to this system include a structured environment all year long, the ability to intervene with students who fall behind by utilizing the 15-day off period for remediation, and the elimination of Summer Learning Loss. Additionally, cyclical renewal after each 45-day period should prevent teacher "burnout."
- 4. **Cyber Pods:** Although students will be engaged in cyber learning, completing much of their instruction over the Internet, facilities will be available for students to gather and continue their learning experience. CWD Cyber Charter School will include satellite sites called "Cyber Pods" located across the state where students will be able to receive physical education, social skill development, assembly programs and field trips. This will allow students to participate in a Cyber environment while also maintaining a sense of social interaction with their peers. Our satellite community will consist of three tiers. **Tier 1 – The CWD Center:** Although this is a Cyber School servicing the entire state of Pennsylvania, the Founding Coalition recognizes that this school will benefit primarily the children in the City of Philadelphia where there are over 5,500 students that drop out of school each year and the recidivism rate is about 70%. It is imperative to have a school that not only addresses their unique learning styles but also addresses their need to continue to develop social skills in an environment that is safe and conducive to learning. Therefore a physical structure located near Central Philadelphia has been identified as the school's main physical site. One of the founding members owns the facility and has offered its use to the Cyber School rent-free for the first 3 years. This 27,000 square foot facility is equipped with wireless Internet, a computer lab, distance learning video and computer equipment, a fitness area, auditorium and classrooms.

<u>Tier 2 – Community and Corporate Partners</u>: CWD proposes to partner with community organizations and corporations to develop locations where students can continue their learning in a social environment. Recognizing that these facilities will not offer the same options as the CWD Center in Tier 1, students will still be able to link with the main center via video conferencing equipment, and will be able to go on virtual field trips using this equipment. Students outside Philadelphia will have access to one of two types of Cyber Pod sites. CWD has already identified the first of these sites that will be located in Chester, PA on the grounds of the Eternal Hope of Glory church campus where there are buildings which house classrooms, computer labs and an auditorium area.

<u>Tier 3 – Use of the Intermediate Units</u>: Finally, in order to service students anywhere in the state, CWD proposes to utilize the Intermediate Units in order to have students meet and interact socially. These facilities will function much the same way as our partner

2. Measurable Goals and Objectives:

A. What are the school's <u>measurable</u> academic goals and objectives to promote student learning?

The school will adhere to all current requirements of the federal No Child Left Behind Legislation, and will collect all information necessary to provide accurate results with regard to student progress in aggregated and disaggregated form. The CWD measurable goals and objectives are presented below.

Goal 1: Each year, CWD will meet Pennsylvania No Child Left Behind criteria for Adequate Yearly Progress.

Objective 1.1: Students will achieve the current target for math and reading proficiency as determined by the Pennsylvania System of School Assessment (PSSA).

Objective 1.2: 80% of seniors will graduate.

Objective 1.3: 95% of 11^{th} grade students will participate in the PSSA in all required subjects each year.

Objective 1.4: Students will attend a minimum of 90% of each 45-day session.

Goal 2: Students will demonstrate competency in Written Communication.

Objective 2.1: Students will communicate their ideas and emotions orally and in writing using the appropriate informative, narrative, and persuasive forms.

Objective 2.2: Students will revise writing to improve style, word choice, sentence variety, and subtlety of meaning to better address the purpose, audience, and genre of the composition.

Objective 2.3: Students will achieve the current target for writing proficiency as determined by the PSSA.

Goal 3: Students will achieve proficiency in Science.

Objective 3.1: Students will analyze and explain the nature of science in the search for understanding the natural world and its connection to technological systems.

Objective 3.2: Students will use evidence or examples to explain the characteristics of and interactions within an ecosystem.

Objective 3.3: Students will apply the elements of scientific inquiry to solve multi-step problems.

Objective 3.4: Students will demonstrate proficiency in grade appropriate state standards in science.

Objective 3.5: Students will achieve the current target for science proficiency as determined by the PSSA.

Goal 4: Students will demonstrate competency in Social Studies.

Objective 4.1: Students will identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to present.

Objective 4.2: Students will evaluate their own civic rights, responsibilities, and duties.

Objective 4.3: Students will evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, the Americas, Asia, and Europe.

Objective 4.4: Students will demonstrate proficiency on PA state academic standards in Social Studies.

Goal 5: Students will demonstrate competency in Technology.

Objective 5.1: Students will apply their knowledge of programs or systems to solve a problem or make a process more efficient.

Objective 5.2: Students will achieve proficiency on PA state technology standards.

Goal 6: Students will demonstrate competency in the Arts & Humanities.

Objective 6.1: Students will analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

B. What are the schools <u>measurable</u> non-academic goals and objectives to promote student performance?

Goal 7: Students will demonstrate competency in Character Education.

Objective 7.1: Students will meet regularly with a mentor.

Objective 7.2: Students will demonstrate knowledge of the importance of nutrition to their physical, emotional, and mental well-being and effectiveness.

Objective 7.3: Students will analyze the effects of drugs and alcohol on mental and physical performance.

Goal 8: Students will formulate plans for their school-to-college or school-to-career transition.

Objective 8.1: Students will participate in one or more Career Exploration activities.

Objective 8.2: Students will use Internet communications technology and the World Wide Web to explore information about current careers, and communicate with professionals in their areas of interest.

Objective 8.3: Students will create a plan for high school and beyond, including a career interest inventory, college/technical school search, and test preparation program, as appropriate.

Objective 8.4: Students will provide services in a work environment through internships.

Objective 8.5: Students will create a resume and a portfolio of their best work.

Objective 8.6: Students will complete at least one internship in an area consistent with their identified career interests.

3. Educational Program

A. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas.

Curriculum Overview

Setting it apart from other public school programs, the CWD educational program will be tailored for each student based on initial testing that assesses students' development and level of proficiency on the state standards. Each student's Tailored Individualized Program (TIP) will include: a standards-based instructional software program; on-line and/or face-to-face tutorial support; a year-round school calendar comprised of a variation on a 45 days on and 15 days off rotation; and character education through mentoring on-line and/or face-to-face at Cyber Pods.

Students will have access to the online curriculum seven days a week, twenty-four hours a day. This will allow students to progress at a pace appropriate to their instructional level, maximizing their learning time. In the spirit of NCLB, CWD will monitor student progress to ensure that they have adequate support to maximize their potential and meet or exceed high expectations of the Pennsylvania State Standards.

CWD will partner with Aventa Learning, a nationally recognized leading provider of K-12 education technology offering online high school courses and curriculum, exam review, Advanced Placement courses, classroom resources, credit recovery, test preparation supplements for students and educational technology for schools. The curriculum is both highly engaging and educationally sound. USDLA (United States Distance Learning Association) recognized Aventa Learning with its Gold Award for Best Practices for Online Learning Programming http://www.aventalearning.com/news.html.

Aventa Learning will work with CWD to develop custom content and training to meet the needs of all students, from at-risk students who had trouble succeeding in the traditional classroom to high achieving students seeking classes traditional schools cannot provide for them.

Online education classes will meet the needs of each member of a diverse student body without straining CWD resources. The school can add a wide variety of course offerings to our catalog without adding staff or classrooms. Even students who are physically unable to attend the school can continue to be active members of the student body. All students can have schedules tailored to their individual needs.

CWD will provide an excellent alternative for

- Students seeking alternatives to the traditional classroom
- High achieving students who need classes with enrollments too low for the traditional school to offer
- Students seeking classes for which the school does not have a qualified teacher on staff
- Credit deficient students needing to make up required classes
- Students with a history of failure in the regular classroom
- Students with personal scheduling conflicts

Curriculum Content

In accordance with 22 PA Code Chapter 4, set forth by the Commonwealth of Pennsylvania, the Carolyn Walker Daniels Cyber Charter School will provide a rigorous curriculum, aligned to the Pennsylvania Academic Content Standards, for students in grades 9-12 in the following subject areas (NOTE: course descriptions are described in detail in the Appendix A):

Reading, Writing, Speaking, and Listening

- 1.1. Learning to Read Independently
- 1.2. Reading Critically in All Content Areas
- 1.3. Reading, Analyzing and Interpreting Literature
- 1.4. Types of Writing
- 1.5. Quality of Writing
- 1.6. Speaking and Listening
- 1.7. Characteristics and Function of the English Language
- 1.8. Research

Mathematics

- 2.1. Numbers, Number Systems and Number Relationships
- 2.2. Computation and Estimation
- 2.3. Measurement and Estimation
- 2.4. Mathematical Reasoning and Connections
- 2.5. Mathematical Problem Solving and Communication
- 2.6. Statistics and Data Analysis
- 2.7. Probability and Predictions
- 2.8. Algebra and Functions

- 2.9. Geometry
- 2.10. Trigonometry
- 2.11. Concepts of Calculus

Science and Technology

- 3.1. Unifying Themes of Science
- 3.2. Inquiry and Design
- 3.3. Biological Sciences
- 3.4. Physical Science, Chemistry and Physics
- 3.5. Earth Sciences
- 3.6. Technology Education
- 3.7. Technological Devices
- 3.8. Science, Technology and Human Endeavors

Ecology and Environment

- 4.1. Watersheds and Wetlands
- 4.2. Renewable and Nonrenewable Resources
- 4.3. Environmental Health
- 4.4. Agriculture and Society
- 4.5. Integrated Pest Management
- 4.6. Ecosystems and their Interactions
- 4.7. Threatened, Endangered and Extinct Species
- 4.8. Humans and the Environment
- 4.9. Environmental Laws and Regulations

Civics and Government

- 5.1. Principles and Documents of Government
- 5.2. Rights and Responsibilities of Citizenship
- 5.3. How Government Works
- 5.4. How International Relationships Function

Economics

- 6.1. Economic Systems
- 6.2. Markets and the Functions of Governments
- 6.3. Scarcity and Choice
- 6.4. Economic Interdependence
- 6.5. Work and Earnings

Geography

- 7.1. Basic Geographic Literacy
- 7.2. The Physical Characteristics of Places and Regions
- 7.3. The Human Characteristics of Places and Regions
- 7.4. The Interactions between People and Places

History

8.1. Historical Analysis and Skills Development

- 8.2. Pennsylvania History
- 8.3. United States History
- 8.4. World History

Arts and Humanities

- 9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- 9.2. Historical and Cultural Contexts
- 9.3. Critical Response
- 9.4. Aesthetic Response

Health, Safety and Physical Education

- 10.1. Concepts of Health
- 10.2. Healthful Living
- 10.3. Safety and Injury Prevention
- 10.4. Physical Activity
- 10.5. Concepts, Principles and Strategies of Movement

Family and Consumer Science

- 11.1. Financial and Resource Management
- 11.2. Balancing Family, Work, and Community Responsibility
- 11.3. Food Science and Nutrition
- 11.4. Child Development

World Languages

- 12.1. Communication in a Target Language
- 12.2. Communication in a Classical World Language
- 12.3. The Role of Culture in World Language Acquisition
- 12.4. The Role of Culture in Classical World Language Acquisition
- 12.5. World Languages in the Community
- 12.6. Classical World Languages in the Community
- B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts. Provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts.

CWD will comply with all regulations set forth in Chapter 711. The School will comply with Public Law 105-17 (IDEA) and all of its implications. We will work closely with the school district(s), the Intermediate Unit(s), and the Department of Education to ensure that special needs students receive all of the services to which they are entitled.

CWD is committed to providing services for children under Public Law 105-17 (IDEA). To ensure that services are being provided for students in accordance with a child's individual educational program (IEP), the school will develop all special education programs and computer systems needed to support compliance monitoring and delivery of services for children.

Specifically, the entire multi disciplinary process (MDP) will be inputted into the system. All special education staff members will be required to enter data relevant to a child's IEP: comprehensive evaluation, IEP, and Notice of Recommended Placement. CWD administration can then monitor each student's file to assess the quality of delivery of services.

Carolyn Walker Daniels Cyber Charter School welcomes the opportunity to serve students with disabilities. The founders believe strongly that all people have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society. All students in the school will have a Tailored Individualized Program (TIP) that will help chart their course for learning and development in social, physical, and academic areas. Students who are identified by the student's district of residence Committee on Special Education (CSE) as disabled and requiring an Individualized Educational Plan (IEP) will have their IEP substitute for their TIP. All students with IEPs will be credited for success in the academic program for providing community services and will be eligible to participate in the same activities as regular education students as much as is appropriate. Most students with disabilities are expected to be learning primarily in the mainstream with their fellow classmates. They will be encouraged to participate and to contribute in all activities, including all academic, social, and recreational events initiated by the school.

IEPs developed by the sending district will be reviewed and, if appropriate, revised to fit the cyber school delivery model. Special services required by a student's IEP that are not provided by the school will be provided by the local Intermediate Unit or through fee for service programs at local hospitals or other health care facilities. These include, but may not be limited to:

- Mobility training
- Adaptive therapy
- Notifications
- Evaluations
- Psychological and counseling services
- Assistive technology devices
- Speech and language services
- Occupational therapy
- Transportation when required
- Interpreters for deaf or hard of hearing

CWD will follow the appropriate team procedures as specified in the Individuals with Disabilities Education Act (IDEA). Their regular education teacher will be present at the team meetings in order to contribute information or to make clear specifications with regard to treatment and accommodations required for the student. Only individuals with a legitimate educational interest for a specific child will have access to his or her IEP, and those responsible for that student's education, will understand their role with regard to that IEP's specifications.

Each new student with a suspected disability will be evaluated pursuant to applicable Pennsylvania State and Federal laws and regulations. A Teacher Assistance Team will help to identify any other students thought to have special needs. Record keeping and recording will be done in compliance with IDEA and FERPA. Parents will be kept informed on a regular basis

with regard to their children's progress relative to the goals set forth in the IEP. The students' teachers will inform them formally on a bi-monthly basis about their progress, and more frequently on an informal basis.

All special education teachers working in the school will be certified by the State of Pennsylvania in the area of special education. All special education teachers and services will be overseen by a special education supervisor. The special education supervisor will be responsible for staff development in the area of special education. This supervisor and the CEO will supervise and maintain student records.

CWD 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
- Multi handicap
- Other health impairment
- Physical disability
- Speech and language impairment
- Blind/visual impairment

Screening

CWD will 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 language screening.

Except as indicated above or otherwise announced publicly, screening activities will take place in an ongoing fashion throughout the school year. If parents need additional information about the purpose, time and location of screening activities, they should call or write to the Special Education Contact at their local IU.

Evaluation

When screening indicates that a student may be eligible for special education, CWD 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 are used selectively with an individual child and do not mean basic tests administered to or procedures used with all children.

This evaluation is called multidisciplinary evaluation (MDE). It will be conducted by a multidisciplinary team (MDT) which includes a teacher, other qualified professionals who work with the child, and the parents. The MDE process will 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 will result 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, CWD will have timelines and procedures specified by law that it must follow. Parents who think their child is eligible for special education may request at any time that CWD conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education Contact person at their local IU. If a parent makes an oral request for a multidisciplinary evaluation, CWD will provide the parent with a form for that purpose.

Parents also have the right to obtain an independent education evaluation. CWD must provide to parents on request information as to 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 CWD. 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 that 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 CWD Cyber Charter School will 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 CWD will provide to each protected handicapped student without discrimination or cost to the student of 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 that 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 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 at their local IU.

CWD will protect 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 CWD 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:

- 1. Parents have the right to inspect and review a child's education record. CWD will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an 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 CWD 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. CWD will decide whether to amend the record and will notify the parents in writing of its decision. If CWD 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. CWD 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, the home school district or the 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, CWD will disclose 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 CWD 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 all communications will be written in straightforward, simple language. If a person does not understand the school's notice regarding Special Education services, he or she should ask the Special Education Contact at their local IU for an explanation.

CWD 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 the notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

C. Describe the teaching methods that will be used to deliver instruction and assess academic performance. How will this pedagogy enhance student learning?

Instructional Strategies

CWD will use effective instructional strategies and best practices relating to: All Content Areas, Student Difficulties with Reading Assigned Text, Student Difficulties in Completion of Written Assignments, Student Difficulties in Math Calculation or Word Problems, and Behavior Modification. In each academic area, specific strategies based on best practices for students with special needs as adapted for the cyber school environment will be employed in the areas of: Delivery of Instruction, Adapting Materials/Environment, Adapting Requirements and

Responses, and Assessment. These strategies can be found in Appendix B. Decisions on how an individual student's program should be modified will be made by the TIP or IEP team.

Related Services

Students requiring related services as part of their special education program will be provided these services, in terms of frequency and duration, in accordance with the decisions made by the IEP team at the IEP meeting. The school will contract with certified, licensed private providers and Intermediate Units for these services. Related services, provided as needed, include, but are not limited to: adaptive physical education, assistive technology/devices, behavior management program/plan, counseling services, hearing therapy, interpreter services, occupational therapy, orientation and mobility, parent counseling/training, physical therapy, psychological services, rehabilitation counseling, school health services, services provided by a mental health agency, social work services, speech/language therapy, transportation, and other services as appropriate.

Teaching Methods

Successful learning at CWD will involve two types of interaction: interaction with content and interpersonal interaction, (i.e., interaction with other people). Both are critical to all types of learning, including online learning. Most teaching at CWD will be conducted through computer-mediated communication (CMC) and will be delivered primarily synchronously, according to the daily and weekly schedule charted earlier in this application. A prerequisite to the use of computer-mediated communication (CMC), when facilitating online instruction, is access to a high level of computing power and a reliable telecommunication infrastructure. However, when developing and delivering instruction, whether online or not, the use of technology is secondary to the development of well-designed learning goals and objectives. What will distinguish online instruction at CWD from entertainment or recreation is the purposefulness of the designers and developers in facilitating certain intelligent responses to the learning materials, context, and environment.

Much of the time students will work independently, at their own pace; using the *Aventa Learning* online curriculum, in combination with other educational software as described in their TIPs or, in the case of students diagnosed with special needs, their Individualized Educational Plans (IEPs). The diagram below (on page 24) illustrates the process through which the online curriculum will be delivered.

At other times students will work in virtual groups through teacher-facilitated computer conferencing (CC). The most important role of our online CC instructors will be to model effective teaching and accept "the responsibility of keeping discussions on track, contributing special knowledge and insights, weaving together various discussion threads and course components, and maintaining group harmony" (Rohfeld & Hiemstra, 1995, p. 91). Computer conferencing is "direct human-human communication, with the computer acting simply as a transaction router, or providing simple storage and retrieval functions" (Santoro, 1995, p. 14).

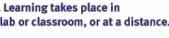
How Does the Online Learning Model Work?

- 1. Students:
- * Log in
- * Work through lessons
- * Take tests/quizzes
- * Turn in written work



2. Learning takes place in a lab or classroom, or at a distance.







3. Teachers:

- * Provide instruction and guidance
- * Determine student path and pacing
- * Review assessment data and adjust instruction
- * Grade and provide feedback on written work



- * Supports differentiated instruction.
- * Serves as a resource for instructors.
- * Creates alternatives for all learners.
- * Enables student-centered learning.



There are many necessary conditions for successful online teaching, which Zane L. Berge, in her 1995 article Facilitating Computer Conferencing: Recommendations From the Field. Educational Technology. 35(1) 22-30, has categorized into the following four areas (Berge, 1995): pedagogical, social, managerial, and technical. Not all of these roles need to be carried out in their entirety by the same person. In fact, it may be rare that they are. A brief description of those roles follows (Feenberg, 1986; Gulley, 1968; Kerr, 1986; McCreary, 1990; McMann, 1994; Paulsen, 1995). Teaching methods at CWD will center on the successful accomplishment of these four interlocking and overlapping roles:

Pedagogical

Some of the most important roles of online discussion moderator/tutor revolve around their duties as an educational facilitator. The moderator uses questions and probes for student responses that focus discussions on critical concepts, principles and skills. Accordingly, CWD instructors will:

- Have Clear Objectives. Students must believe their online interaction is time well spent.
- Maintain as Much Flexibility as They Can. Because of the individuality of the learners, courses need to remain flexible and the instructor needs to support this. Rather than presenting an elaborate class agenda at the outset and a complex process for students to fulfill, follow the flow of the conversation, while guiding it toward the subject.
- Encourage Participation. The use of various learning options can stimulate learner participation and interaction--small group discussion, debates, polling activities, dyadic

- learning partnership exchanges, and one-on-one message exchanges recognizing students messages are some of the activities to use when encouraging participation.
- Maintain a Non-authoritarian Style. It is usually better to avoid the "authority figure" role when teaching online.
- Be Objective. Before generalizing to the conference about a contribution, consider such things as the tone and content of the posting, the author and his/her skills, knowledge and attitudes that you may know about from prior conference postings, and time of the posting in relation to the conference thread.
- Don't Expect Too Much. Online instructors need to be content if two or three well-articulated, major points are communicated in a particular thread of discussion.
- Don't Rely on Offline Materials. Summarize the assigned readings online so that the discussion in the CC remains mostly self-contained.
- Promote Private Conversations as well as those in the CC. Design opportunities for private conversations among two or more people who you suspect have similar interests in the content.
- Find Unifying Threads. Instructors can weave several strands of conversation into a summarization that may prompt people to pursue the topic further.
- Use Simple Assignments. Group assignments are appropriate to this media, but an over-complicated design in them is not.
- Make The Material Relevant. Develop questions and activities for learners that relate to the students' experiences.
- Present Conflicting Opinions. Instructors can draw attention to opposing perspectives, different directions, or conflicting opinions that could lead to debates and peer critiques.
- Invite Visiting Experts. Guest experts may join the conference with students to respond to posted contributions, or so students can ask questions of the visitor.
- Will not Lecture. Experience strongly suggests that a long, elaborate, logically coherent sequence of comments yields silence. Instead, use open-ended remarks, examples, and weaving to elicit comment and other views.
- Request Responses. The instructor may ask particular learners for comments on a topic or question, and then give them time to respond, for instance "by tomorrow."

Social

Creating a friendly, social environment in which learning is promoted is also essential for successful moderating. This suggests "promoting human relationships, developing group cohesiveness, maintaining the group as a unit, and in other ways helping members to work together in a mutual cause," are all critical to success of any conferencing activities. Accordingly, teachers will:

- Be Accepting of Lurkers. Recognize that there will be "lurkers" in the conference and they may never participate with comments. Some people learn by listening to others so do not assume learning is not taking place. Both lurkers (or any latecomers to the class) must be acknowledged and welcomed.
- Guard Against Fear in the Conference. Fear of public ridicule often stifles participation in CC. Be gently accepting of students' comments and deal with exceptions off the list.

- Watch the Use of Humor or Sarcasm. It may be wise not to use humor or sarcasm due to
 different cultural and ethnic backgrounds that may be represented on the CC. Using textbased communications, it is especially difficult to construe intent and tone from onscreen text, unless you know the students very well.
- Use Introductions. The facilitator should encourage the participants to introduce themselves, to help build the sense of community.
- Facilitate Interactivity. A sense of interactive participation is often promoted by using special introductory techniques, dyadic partnering, and some assignments that facilitated informal discussion among learners.
- Praise and Model the Discussant Behavior They Seek. Reinforcing and modeling good discussant behaviors, such as by saying, "Thank You" to students who respond effectively online, can be helpful to encourage courtesy and interaction.
- Not Ignore Bad Discussant Behavior. Request change (privately) in poor discussant behaviors and have a written "netiquette" statement to refer to.
- Expect That Flames May Occur. Participants may breach etiquette and respond with harsh or vulgar language. If this problem should occur, the tutor needs to react and remind people (privately) about computer etiquette.

Managerial

This role involves setting the agenda for the conference: the objectives of the discussion, the timetable, procedural rules and decision-making norms. Managing the interactions with strong leadership and direction is considered a sine qua non of successful conferencing. Accordingly, teachers will:

- Be appropriately informal. Depending upon the instructional objectives of the course, the instructor may decide that informality should be encouraged. One way to stress the informality of this communications medium is to let people know that perfect grammar and typing are much less important than making their meaning clear. It's simple to edit items that will become part of the group's report later.
- Distribute a List of Participants. Distribute, or make available to all subscribers to the conference, a list of participants so that private messages can be addressed to individuals and not to the list.
- Be Responsive. Respond quickly to each contribution. One way of doing this is by posting a personal message to the contributor or by referring to the author's comments in a post to the conference. In some conferences, it is not advisable to respond to each individual contribution, but better to respond to several at once by weaving them together. Experience with your content and students will need to guide the instructor--test different ways to see what works most effectively.
- Providing for Administrative Responsibilities. Coordinating and providing information about activities for such things as registration, admissions, student counseling, normal bookstore activities and many other administrative functions often are questions which are unanticipated by the novice online instructor.
- Be Patient. Messages sometimes are not acknowledged or responded to for days or weeks by conference participants. Contrast the last recommendation concerning responsiveness

- with this one: Be prepared to wait several days for comments and responses, and don't rush in to fill every silence with moderator contributions.
- Request Comments on Meta-communications. Request meta-communications by inviting participants to tell how they feel about the course within the conference.
- Synchronize and Resynchronize. As much as possible, ensure that all students begin in unison and in an organized fashion. Also, periodically design ways so that students can "restart" together.
- Be Mindful of the Proportion of Instructor Contribution to the Conference. As a rule, instructors or moderators should generally contribute between one-quarter to one-half of the online material.
- Provide Procedural Leadership. The online tutor should initiate procedures and stifle
 frustrating procedural discussions. Change what isn't working, but don't allow the
 conference to be taken over by discussion of failed procedure rather than content or more
 useful discussion.
- Use Private Email for Prompting as is Appropriate for Discussion. Using private messages the facilitator can urge participants to join in the discussion, to initiate debates, and to solicit suggestions.
- Be Clear. Succinctly and clearly state the conference topic and the expectations for students within the conference. Clarify the topic and expectations throughout the conference proceedings.
- Not Overload. The instructor should pace the conference so that the equivalent of about one long post per day is made. If the participants have a lot to contribute, the moderator should contribute less so that the slower students can keep up.
- Change Misplaced Subject Headings. Immediately change the subject line on a contribution posted under a wrong discussion heading to the more appropriate one.
- Handle Tangents Appropriately. Return inappropriate digressions to the author or guide the participants back to the original topic.
- Vary Participants' Amount of Contribution. If there is a participant who appears overly outspoken, ask that person (privately) to wait a few responses before contributing. Similarly, ask less outspoken individuals to participate more actively.
- Cultivate and Utilize Student Leaders. It is perfectly reasonable to design elements of
 most online instruction so that students could take turns as assistant moderators and lead
 the discussion. This needs to be determined by the content of the class, and the skill,
 knowledge and attitude of the students. But again, one instructor does not necessarily
 need to solely execute all these roles and tasks.
- Be Prepared. Instructors find that planning, developing and distributing course materials needs a substantially greater lead-time for preparation than may be anticipated at first.
- End the Sessions. Decisively end to each discussion thread and the conference. Conclude discussions so that they don't drag on after they have served their purpose.

Technical

The facilitator must make participants comfortable with the system and the software that the conference is using. The ultimate technical goal for the instructor is to make the technology transparent. When this is done, the learner may concentrate on the academic task at hand. Accordingly, teachers will:

- Use Technical Support. Using face-to-face tutorials sessions for novice computer conference participants is recommended, but not always possible. If it is possible, it may be useful to have technical support people available at these sessions to answer emailed or telephoned inquiries. Before the conference begins, the instructor should know who is available for technical support that is needed beyond his/her skills level.
- Provide Feedback. Provide swift feedback, especially to technical problems.
- Develop a Study Guide. A common reader, study guide or workbook that addresses both the content and any common technical concerns is important. These could serve as the basis for discussion, provide introductory information, description of course activities, resources materials, and other information about the course components or procedures.
- Provide Time to Learn. Learners need support as they learn and use new software features. Provide adequate time for novice users to be comfortable with the technology before they must participate.
- New Methods of Indicating Feedback. One needs to develop standards for online feedback to students' work, such as how corrections or notes to the author can be accomplished working online versus hardcopy.
- Promote Peer Learning. Encourage novice email or e-conference users to work with more experienced peers.
- Avoid Lecturing. Single contributions should be limited to no more than two screens.
 Longer postings are hard to read on screen, become tedious, and impede discussion. If lecture is in order, it is better to send the lecture separately as a reading, either electronically to be downloaded, or by mail.
- Giving Direction. It is important to not give too much direction. Learners will often rebel if the structural design of the conference is excessive.

English Language Learners Program

CWD will provide for English Language Learners (ELL) and students who are not yet English proficient, according to 22 PA Code §4.26 (see Appendix C for ELL Program Policies and Procedures). CWD will comply with all ELL related state and federal guidelines.

ELL Program Goals: CWD Cyber Charter School will provide a planned educational program via the Ellis Essentials Program for each student with limited English proficiency. ELL students will receive the language skills necessary to successfully participate in grade level classes that are being taught in English and meet academic standards. Special attention will be paid to cultural differences. In order to meet this goal, development of listening, speaking, reading, and writing skills in English will be emphasized.

Goal 1: Promote academic excellence for English language learners

Goal 2: Provide English language development instruction to promote academic achievement while developing English fluency as early and effectively as possible

Goal 3: Comply with all state requirements regarding access to Core Courses

Student Identification and Assessment: CWD Cyber Charter School will administer a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey will be retained in the student's permanent folder. For those students

whose primary language is other than English (PHLOTE), CWD will also determine the student's English language proficiency. Then, ESL instruction at the appropriate level will be provided for the limited English proficient student with local/state funds. CWD will largely use the sample annotated Home Language Survey available from the PDE.

After it is determined that the student is in need of ESL instruction or bilingual education, the student's English language and native language proficiency must be determined for appropriate instructional placement. Students must also be assessed for achievement and for program exit.

Due to the nature of language testing and the availability of tests in the many languages of the students, multiple measures will be used for determining placement and progress. Some will be formal others informal and will include curriculum-based assessments, teacher observations, portfolios and standardized tests among others. Multiple criteria will be established and consideration will be given to listening, speaking, reading and writing skills as well as academic progress. Assessment processes will reflect the academic standards and instruction.

CWD's Large Scale Assessment Policy for participation by ELL's in the PSSA and PASA tests is required for all students; including students with limited English proficiency unless they are eligible for a one-time exemption. See Assessment and Procedures and Policies below.

Assessment Procedures and Policies: When they have any or all of the following accommodations during the school year, ELLs will have the same accommodation(s) they have used for school work, for any standardized and/or large scale testing administered by CWD, including all state testing (PSSA's and PASA's for the mathematics and open ended reading tests only) if they choose to use them.

- Word-to-word (without definitions) translation dictionaries (<u>not</u> for the multiple-choice passages on the Reading test or on any part of the Writing test)
- Qualified interpreters
- Spanish/English Mathematics test for students who have been enrolled in US schools for less than three years if and only if the student is proficient and literate in his/her native language. Students who have been monitored for at least two years or who have exited the ELL Program will not be eligible for the Spanish test.

Accommodations that have not previously been used with a student will not be introduced for the first time during the assessment. When selecting accommodations for ELL, CWD faculty and administration consider the needs of the student in daily instructional situations and in a secure testing situation. Additionally, CWD faculty and administration will also provide other accommodations according to ELL's needs such as a small group or individualized setting. CWD will provide students with word-to-word translation dictionaries (bound or electronic), without pictures or definitions, for standardized exams if they use them as part of their regular curriculum; otherwise they will not be offered. No student will be given a word-to-word translation dictionary if they have not comfortably used them previously.

CWD Cyber Charter School interpreters will have access to the mathematics test one day prior to administration to aid them in preparation for translating the assessment. Interpreters may only

access the assessment in a secure setting; the assessment will not leave the building (note-taking is strictly prohibited); interpreters will sign a PSSA/PASA Confidentiality Agreement.

Interpreters may work with one student or small groups of students depending on the test setting. Interpreters will, depending on the needs of the student(s): Translate the directions on the Writing, Mathematics, and Reading assessments; translate words or phrases (including test questions) for the Mathematics assessment at the students' request; will only translate the directions on the Reading Assessment, but none of the reading questions or the reading passage. Interpreters will not interpret any of the Writing multiple-choice items and/or stimulus passage. Interpreters will not answer clarifying questions that may be asked about test questions. They will only clarify directions in the student's native language.

CWD interpreters will be able to speak both the student's language and English well enough to translate effectively to assure the student's success where success is defined as the student being able to demonstrate their own knowledge. CWD will make every effort to assure that the same translator that is used for coursework is used for testing. When this is not possible CWD will provide the opportunity for the translator and student to meet prior to the test to become acquainted and comfortable with each other. Interpreters may be drawn from the students' communities or from a college, university or other professional organization. Because colleges and universities often have a diverse cultural and linguistic population (professors, instructors, students), they are an example of a source from which CWD will draw translators.

Only pre-qualified, CWD interpreters may participate in standardized testing including PSSA and PASA testing. All interpreters (who are not certified PA teachers) will be required to complete a training that will include interpreter guidelines as per above, interpreter responsibilities, and the scope and limitations of their duties prior to the day of testing to be considered a qualified interpreter. This training may be done in person by a qualified staff member, by a seasoned interpreter who has demonstrated understanding and ability (will have assisted in at least one training of interpreters), or in a CWD online classroom.

Using the Ellis Program, CWD students will be evaluated quarterly at a minimum to determine progress in their ELL program while in the ELL courses. When their ELL teacher, classroom teachers and other involved educators (tutors, para-educators, mentors and touchstones) are in agreement that a student has achieved proficiency in the English Language so that they are able to navigate their courses, students will be given a final evaluation by their ELL teacher to document appropriateness for exiting the ELL program. Upon exiting the ELL program students will be monitored for one year by their ELL teacher in cooperation with their classroom teachers.

Additional CWD English Language Learners Program Policies and Procedures are included in Appendix C.

D. Attach the school calendar and identify hours of the school operation, as per section 1715-A(9).

The proposed 2008-2009 year-round school calendar can be found in the Appendix D. Due to the complexities of the start-up process, it is based on a variation of the 45/15 YRE model.

Sample Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	Community	Community	Community	Community	Community
	Time	Time	Time	Time	Time
8:50-11:30	Morning	Morning	Morning	Morning	Morning
	Educational	Educational	Educational	Educational	Educational
	Learning	Learning	Learning	Learning	Learning
	Block	Block	Block	Block	Block
	Subjects	Subjects	Subjects include:	Subjects	Subjects
	include:	include:	Mathematics,	include:	include:
	Mathematics,	Mathematics,	English	Mathematics,	Mathematics,
	English	English	Language Arts,	English	English
	Language Arts,	Language Arts,	Social Studies	Language Arts,	Language Arts,
	Social Studies	Social Studies	(with 20 minute	Social Studies	Social Studies
	(with 20 minute	(with 20 minute	staggered break	(with 20 minute	(with 20 minute
	staggered	staggered	time)	staggered break	staggered
	break time)	break time)		time)	break time)
11:30-12:30	Technology	Technology	Technology and	Technology and	Technology
	and Applied	and Applied	Applied	Applied	and Applied
	Research	Research	Research	Research	Research
12:30-1:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:15-3:30	Science, Art,	Science, World	Science, Health	Science, Art,	Science, Health
	Music, World	Language	Education	Music, World	Education
	Language			Language	
3:45-5:00	Tutorial	Tutorial	Tutorial Program	Tutorial	Tutorial
	Program	Program		Program	Program
5:00-6:00	Character Ed	TIP Prep	Character Ed	TIP Prep	Character Ed

4. School Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The founders are mindful that ongoing self-assessment is the key to continuous school improvement. The annual self-assessment will involve all school stakeholders and will use the Pennsylvania System of Cyber Charter Review (PSCCR) as the primary self-assessment tool (see Appendix E). In addition, the school will use the University of Arizona's online Equity Assessment Tool (ESAT) to strengthen the creation and maintenance of an inclusive and respectful environment through best practices in the areas of diversity and cultural competence, a

central goal of the school. CWD will use the results of these assessments to inform the creation of an annual school improvement plan.

The PSCCR has the following six components, which are aligned with the Department of Education's Strategic Plan as well as the School Improvement Process.

- Data
- Focus/Mission/Vision
- Quality Leadership
- Quality Teaching
- Artful Use of Infrastructure
- Continuous Learning Ethic

CWD will assess its practices according to the following ten ESAT Modules:

Module 1: National Origin

- Does your school have recent data on linguistically and culturally diverse student enrollment?
- Does your school need assistance in the identification of national origin bias in its instructional practices, student placement, or classroom interaction?
- Does your school need assistance in the identification of national origin bias in extracurricular activities?
- Do students feel unwelcome or rejected by others on the basis of national origin?
- Does your school have a discrimination grievance procedure in place for students and staff?
- Do parents feel unwelcome or rejected by others on the basis of national origin?

Module 2: Race

- Does your school need assistance in the identification of racial bias in its instructional practices, student placement, or classroom interaction?
- Does your school have a discrimination grievance procedure in place for students and staff?
- Does your school need assistance in the identification of racial bias in extracurricular activities?
- Does your school have a discrimination grievance procedure in place for students and staff?
- Do parents feel unwelcome or rejected by others on the basis of race?
- Do parents feel unwelcome or rejected by others on the basis of race?

Module 3: Gender, Gender Identity, and Sexual Orientation

- Does your school need assistance in the identification of gender bias in its instructional practices, student placement, or classroom interaction?
- Does your school have a discrimination grievance procedure in place for students and staff?
- Does your school need assistance in the identification of gender bias in extracurricular activities?

- Does your school have a sexual harassment grievance procedure in place for students and staff?
- Do students or parents feel unwelcome or rejected by others on the basis of gender identification?
- Do students or parents feel unwelcome or rejected by others on the basis of sexual orientation?

Module 4: Professional Development Training

- Are professional development activities in your school influences by the review of student performance data?
- Do teachers use supplemental instructional materials when student performance at the school shows a need for improvement?
- Do teachers use a variety of instructional strategies to address the learning needs of their students?

Module 5: Acquire Information and Strategies on Equity-related Topics

- Does your staff have access to an equity consultant?
- Are career planning services available and equitable for all students?
- Does your school need assistance in the development of strategies for charter school marketing and recruitment?
- Does your school have its own equity needs assessment tool?
- Does your school need assistance integrating equity into your school improvement plan?
- Is information made available to teachers and parents about "best practices" related to equity in education?

Module 6: Increase Mutual School/Community Support

- Does the school use adult interpreters to assist in communication between parents or students and school staff?
- Does your school routinely translate notices and other school communications to parents in a language they are able to understand?
- Does your school have community support for its programs designed to assist ELL students?
- Does your school have a parent or community representative committee, which equitable represents the student population, that meets at least twice a year, and oversees school safety and discipline policies?

Module 7: Eliminate Biased/Discriminatory Actions by Staff, Students, Parents, and Community Members

- Does your school offer staff members equity training that is accessible and free or low-cost in order to supplement staff expertise?
- Are there procedures in place to increase teacher awareness of diverse family structures and cultures?
- Do your faculty and site administrators have access to an equity assessment tool?
- Are school materials, standards, policies and regulations, practices and curriculum free of bias?

- Do all teachers use a variety of culturally appropriate examples and activities that reflect the community's cultural diversity?
- Does your school have policies and practices in place to create safe and non-hostile environments that are free from racial, gender, gender identity, sexual orientation, and national origin harassment, bullying (including cyber bullying), teasing, and hate crimes?

Module 8: No Child Left Behind Implementation

- Did your school meet AYP for the last school year?
- Has your staff participated in professional development activity on applying NCLB?
- Do families have access to information on educational options to meet their diverse needs?
- Does your school give families opportunities to learn about specific strategies that may affect their child's academic success (such as making time to listen and talk with their children, making a small number of clear rules, monitoring children's daily activities, and modeling nonviolent responses to conflict)?

Module 9: English Language Learner (ELL) Equity Issues

- Does the school have a procedure to assess ELLs?
- Is your faculty trained in model ELL and language acquisition processes that enhance student achievement?
- Does school staff monitor ELL student placement, assessment, alternative language programs, and students who have exited the program?
- Does your school accommodate Newcomer orientation programs, and have clear entrance and exit program procedures?

Module 10: Improve Student Achievement

- Prior to the opening of the new school year, do all teachers receive student academic profiles detailing performance on state or national assessments for the students they will be teaching?
- Is there a recruitment process in place to bring high quality teachers to the school?
- Does your school provide training to ensure that all students demonstrate appropriate grade level performance in reading, language, and math?
- Does the school have specific intervention plans for students who do not master benchmarks assessments?
- Does the school provide additional learning opportunities and supplemental services for students who begin the school year below grade level?
- Does the school provide additional learning opportunities and supplemental services for students with special needs?

Included in the data we will carefully collect and analyze as part of this annual self-assessment and school improvement process are:

- Student performance on standardized tests disaggregated by race, first language, and handicapping conditions and/or special needs
- Student attendance rates
- Parent, student, teacher, staff, and community satisfaction surveys

- Data presented in the CEO's annual report
- Number of students on the waiting list
- School safety data
- School discipline data
- The percentage of on-time graduates
- Tracking of students after graduation
- Results of exit interviews with students, parents, and staff
- Results of staff evaluations
- Staff attendance and retention rates

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

As with any teacher, the online teacher is central to student academic achievement. The teacher evaluation process will be embedded in the overall professional development plan and will include self-assessment, peer assessment, and evaluation by the CAO. Its aim is the promotion of teacher growth, development, and continuous improvement. At the beginning of each year, teachers will complete a self-assessment and create goals for the year plan. The plan will be both self-monitored and monitored by the teacher's mentor. All teachers will participate in a PDE approved Teacher Induction Plan as well as a PDE approved Professional Education Plan.

Teachers will be formally evaluated twice a year in the first year of employment with CWD and be given a written copy of the evaluation followed by a conference with the CEO, in accordance with our PDE approved Teacher Evaluation Plan. At that conference strengths and challenges will be identified and an improvement plan will be created collaboratively if necessary. In cases where both evaluations are satisfactory, the employee will be evaluated only one time per year in subsequent years as long as these evaluations are satisfactory. If one or both first year evaluations are not wholly satisfactory, the employee may be terminated. Upon recommendation of the CEO, the Board of Trustees can dismiss teachers if their performance is deemed unsatisfactory.

The Southern Regional Education Board, well known for its work with cyber schools, has developed a comprehensive list of essential qualities of online teaching that the Carolyn Walker Daniels Charter School will use as the basis of its teacher evaluation rubric. The list of essential qualities follows. Performance indicators for each component can be found in the Appendix. The essential qualities are:

<u>State Qualifications: To what extent does the teacher meet the state standards for professional teaching?</u>

- The teacher meets the core professional-teaching standards established by the Pennsylvania Department of Education.
- The teacher has the necessary academic credentials in the field in which he or she is teaching
- The teacher has the prerequisite technology skills to teach online.
- The teacher participates in appropriate professional development activities and integrates new knowledge and skills into his or her practice..

<u>Curriculum, Instruction and Student Assessment: To what extent does the teacher meet the</u> criteria in this area?

- The teacher assesses each student's background and content knowledge before beginning instruction.
- The teacher uses appropriate technology to teach the online course successfully.
- The teacher uses fair, adequate and appropriate methods to assess students' mastery of the course.
- The teacher demonstrates high-quality written-communication skills.
- The teacher makes clear to students his or her availability and willingness to support them.
- The teacher facilitates and monitors appropriate interaction among students.
- The teacher provides and enforces appropriate standards for student behavior.
- The teacher's instruction complies with the Americans With Disabilities Act.
- The teacher uses online resources effectively to deliver instruction.
- When appropriate, the teacher gets others to assist him or her in supporting student learning.
- The teacher adapts the Web-based course to meet students' needs,
- The teacher promotes student participation and interaction.

Management: To what extent does the teacher meet the criteria in this area?

- The teacher ensures that students know one another and feel comfortable interacting with one another.
- The teacher provides students with timely feedback.
- The teacher ensures that students' work and data are secure.
- The teacher monitors students to ensure academic honesty.
- The teacher helps students with technical issues.
- The teacher coordinates and assists students in understanding course requirements and procedures for working online.
- The teacher guides and monitors students' management of their time.
- The teacher shares information about students' progress with mentors, administrators, and parents.

Evaluation: To what extent does the teacher meet the criteria in this area?

- The teacher understands that student success is an important measure of course success.
- The teacher accepts and follows policies and procedures to monitor courses.
- The teacher ensures that students participate actively in the course.

The Chief Academic Officer (CAO) will be a professional educator and will be expected to meet the following standards:

- Administer and supervise the educational program
- Provide academic leadership for students, parents, and staff
- Plan and coordinate academic programs
- Supervise, direct, and evaluate instructional staff

- Identify staff training needs
- Collect, analyze, report, and use student data to inform instruction and curriculum improvement
- Work collaboratively with all school constituencies and stakeholders
- Understand the needs of students with disabilities and other at-risk students and how to effectively address those needs.

The Chief Executive Officer (CEO) will be a professional educator with experience as a secondary school administrator familiar with and successful at working with urban students, particularly those at-risk. He or she will be expected to meet the following standards:

- Demonstrate leadership ability, including the art of inspiring all members of the school community to be the best that they can be
- Exhibit deep commitment to the mission of the school
- Possess excellent communication skills
- Understand the needs of secondary school urban students
- Know about and take advantage of the opportunities presented by online instructional programs
- Know about and confront the challenges presented by online instructional programs
- Work collaboratively with all school constituencies and stakeholders
- Know and implement the mentoring, tutoring, coaching, and small group strategies that can support online, self-paced instructional programming
- Possess the ability to serve as the "ambassador" and "head cheerleader" for the school in the wider world
- Ensure that local, state and federal laws are followed in all charter school policies and practices.

The CEO will be evaluated annually by the President of the Board of Trustees according to a process similar to that of faculty directed by the President of the Board of Trustees. Evaluation of other administrative staff be directed by the CEO and designated members of the Board.

C. How will your school be accountable to the parents of the children attending your school?

Charter schools are particularly accountable to parents for achieving school goals and for meeting the needs of their children. This accountability will be met in a variety of ways, including providing to parents timely and detailed reports of their child's progress and the progress of the school in meeting its stated goals, establishing mechanisms for ongoing and meaningful dialogue with parents both online and face-to-face, and engaging parents in the governance of the school.

Parents will receive progress reports and report cards generated by instructional staff at the end of each nine-week session, with interim reports generated as needed. Report cards will be based on the goals listed in the student's TIP or IEP and will indicate progress in meeting those goals, illustrated with concrete examples and suggestions for remediation or acceleration. Report cards will be distributed through regular mail and will be available to parents online in a secure location. Report cards will serve the purpose of establishing a dialogue among the student,

teacher, and parent on how best they can work together to facilitate student success. Face-to-face parent conferences will be held twice each year, including one that will be student-led; there will also be 2 on-line parent conferences scheduled each year plus additional conferences as needed.

As part of a process of continuous school improvement, the CEO will generate the PDE mandated Annual Charter School Report so that all stakeholders, particularly parents, can monitor the school's progress in meeting its goals and its plans for improvement. The annual report will also serve as a mechanism through which the school publicizes to the wider community its accomplishments and yearly highlights. The annual report will be delivered both online and face-to face to parents, sending districts, and to the PDE. It will include information such as the budget, standardized test scores, student achievement data in comparison to national/state/district averages, school climate and safety reports, teacher profiles, attendance and graduation rates, parental involvement information, reports on and from graduates, and featured student work and accomplishments. Feedback on the annual report will be solicited through the school's Website and invited face-to-face as well.

The school will actively promote ongoing dialogue with parents. We expect to first meet parents face-to-face at community meetings held at various community centers and faith-based organizations. Through the school Website and electronic mail, we will establish an electronic forum for discussing ideas, responding to constructive criticism, inviting innovation, and developing innovative responses to challenges as they arise.

Parents will also share in the governance of the school. At least one parent will serve on the Board of Trustees and a Family Advisory Council will meet regularly online to share ideas and information, fashion proposals about school policies and operations for presentation to the CEO and/or the Board of Trustees, and to plan various events.

D. Discuss your plan for regular review of school budgets and financial records.

School leaders have a legal and ethical responsibility to steward carefully the often-limited public and private monies provided to their schools.

CWD will contract with an approved auditor to conduct an annual school audit. In addition, a business manager will be hired and be responsible for budget preparation and monitoring, financial management, and payroll preparation. Working closely with the CEO, the business manager will furnish the following statements of income and sources and use of funds as well as monthly balance sheets to the Board Treasurer on a monthly basis: The Treasurer will present these statements to the Board at the monthly meetings, and the Board will review these monthly statements to determine if any changes need to be made to the then-current Approved Operating Budget.

CWD will submit all required financial audits and comply with all required audit procedures, including an annual audit by the Pennsylvania Department of Education Comptroller's Office, specifically:

Annual independent financial audit: CWD will be audited annually by an independent certified public accounting firm according to the same guidelines applicable to public school systems in Pennsylvania. The cost of the independent audit shall be borne by the school. Copies of the audit will be submitted to the Pennsylvania Department of Education within 180 days of the end of the fiscal year.

Annual report/program audit: At an agreed-upon number of days after the end of each school year, CWD will submit a report prepared by an independent certified public accountant which attests to: a) the accuracy, validity and reasonableness of academic achievement and programmatic results reported by CWD to the Pennsylvania Department of Education; and b) CWD's compliance with the provisions of the charter. This performance information will be used in assessing any renewal option for the charter.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights & Privacy Act (FERPA).

CWD will ensure that families have:

- Access to their children's education records
- An opportunity to seek to have the records amended
- Some control over the disclosure of information from the records.

The school further understands that parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

Access to Education Records: To comply with FERPA, CWD will provide parents with the following access to their child's education records:

- Provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request
- Provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the school
- Redact the names and other personally identifiable information about other students that may be included in the child's education records.

Amendment of Education Records: To comply with FERPA, CWD will:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records;
- Offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request;
- Offer the parent a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

The school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in an education record;
- Seek to change a determination with respect to a child's status under special education programs.

Disclosure of Education Records: To comply with FERPA, CWD will:

- Have a parent's consent prior to the disclosure of education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

However, CWD *may* disclose education records without consent when:

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;
- The student is seeking or intending to enroll in another school;
- The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
- The disclosure is pursuant to a lawfully issued court order or subpoena; and
- The information disclosed has been appropriately designated as directory information by the school.

Annual Notification: Each year, CWD will notify parents that the school must allow them to:

- Inspect and review their children's education records;
- Seek amendment of inaccurate or misleading information in their children's education records:
- Consent to most disclosures of personally identifiable information from education records.

The annual notice will also include:

- Information for a parent to file a complaint of an alleged violation with the FPCO;
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person;
- Information about who to contact to seek access or amendment of education records.

This notification to parents will be posted in the Student Handbook and will be available on the school's website.

F. Describe your system for maintaining accurate student enrollment and withdrawal information as required under section 1748-A, Enrollment and Notification.

CWD recognizes that charter school funding is based on enrollment and, therefore, a totally accurate child count is necessary. The school will develop a system for maintaining up-to-date

student enrollment data, which will be essential in completing the required Pennsylvania Department of Education and School District child accounting forms (including, but not limited to, PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership).

The school will maintain accurate records, which will include the basic data for each student that is needed to complete child accounting forms and other student data forms to be submitted to the Department of Education. These basic data include:

- Student name
- Names and addresses of parents or legal guardians
- Nonresident status of student
- Date of birth
- Sex
- Ethnic code
- Grade level
- Entry code
- Entry date
- Withdrawal code
- Withdrawal date
- Exceptionality code

CWD will participate in PDE's PIMS Program (PA Information Management System). In addition, CWD will use Power School to track enrollment data to make-sure that our enrollment figures are always up-to-date, reflecting new students and any withdrawals.

Based on these data, CWD will notify the student's school district of residence within 15 days of enrollment through the use of a Notification Form developed by the Pennsylvania Department of Education (PDE). CWD will also mail each affected school district (and any other district that so requests) a copy of the CWD charter, charter application and annual reports. Should a dispute arise with the sending district over the child's residency, CWD will work with the school district and PDE to ensure that the resolution process outlined in Section 1748-A is followed.

G. Describe plans to evaluate student performance

The CWD staff and Board will continuously evaluate students' performance, assessing their progress through annually administered standardized assessments, including the Pennsylvania System of State Assessment (PSSA) and in the fall and spring of each year by the TerraNova/Supera assessments.

Student assessments will also include those provided through Aventa Learning rubrics and those from other educational software providers assigned to students according to their TIPs or IEPs. Student assessment information will be archived digitally and kept in a relational database on a secure server in the school and on password-protected files. Students will also maintain electronic portfolios of their academic work and their service learning projects.

The school will administer the Pennsylvania Alternative System of Assessment (PASA) in reading, writing, mathematics, and science to students with significant disabilities as may be required by their IEP.

H. How will student development towards the school's overall learning goals and objectives be measured?

CWD is committed to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (PSSA) or the PA Alternate School Assessment (PASA); and an analysis of assessment results to improve student performance.

To this end, the school has established the following student performance goals, indicators and targets for success:

Academic and NCLB Goals	Indicators	Estimated Baseline	Targets 2008-2011
Goal 1.1: Students will achieve the current target for math and reading proficiency	*Formative: Periodic benchmark assessments *Summative: PSSA in math and reading	Average from area high schools	Improve percent proficient from baseline by minimum of 10% per year if behind AYP target**
Goal 1.2: 80% of seniors will graduate	Graduation rate of seniors	Average from area high schools	Improve rate by 2% per year
Goal 1.3: 95% of 11 th grade students will participate in the PSSA in all required subjects each year	PSSA participation rate	Average from area high schools	Ensure 95% participation each year
Goal 1.4: Students will attend a minimum of 90% of each 45-day session	Individual and group 45-day attendance rates	Average from area high schools	90% attendance each school year
Goal 2: Students will demonstrate competency in Written Communication.	*Formative: Periodic benchmark assessments *Summative: PSSA in writing	Average from area high schools	Improve percent proficient from baseline by 10% per year

Goal 3: Students will achieve proficiency in Science.	*Formative: Periodic benchmark assessments *Summative: PSSA in science	Average from area high schools	Improve percent proficient from baseline by 10% per year
Goal 4: Students will demonstrate competency in Social Studies.	Student Portfolios with periodic benchmark and summative assessments	Assess when student enrolls	Improve percent proficient from baseline by 5% per year
Goal 5: Students will demonstrate competency in Technology.	Student Portfolios with periodic benchmark and summative assessments	Assess when student enrolls	Improve percent proficient from baseline by 5% per year
Goal 6: Students will demonstrate competency in the Arts & Humanities.	Student Portfolios with periodic benchmark and summative assessments	Assess when student enrolls	Improve percent proficient from baseline by 5% per year
Non-Academic Goals	Indicators	Estimated Baseline	Targets 2008-2011
Goal 7: Students will demonstrate competency in Character Education.	Student Portfolios	Assess nutrition, fitness, and drug/alcohol awareness when student enrolls	Students will meet TIP goals in area of character education: mentoring, nutrition, fitness, drug/alcohol awareness
Goal 8: Students will formulate plans for their school-to-college or school-to-career transition.	Student Portfolios	Assess career awareness when student enrolls	Students will meet TIP goals in area of Work Success readiness

^{**} AYP targets for success in READING are based on the requirements of the NCLB legislation and Pennsylvania requirements for meeting the NCLB goals, as follow:

- By 2009 (Year 1), at least 63% of students will demonstrate proficiency on the PSSA
- By 2011, at least 72%
- By 2012, at least 81%
- By 2013, at least 91%
- By 2014, 100%

** AYP targets for success in MATHEMATICS are based on the requirements of the NCLB legislation and Pennsylvania requirements for meeting the NCLB goals, as follow:

- By 2009 (Year 1), at least 56% of students will demonstrate proficiency on the PSSA
- By 2011, at least 67%
- By 2012, at least 78%
- By 2013, at least 89%
- By 2014, 100%

I. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives

The founders are committed to the use of student evaluation data to self-assess and design necessary reforms for the school. In keeping with the school's mission of providing a menu of quality online educational programs to meet the needs of individual students, it should not be surprising to learn that the school will use an online software program to track and analyze school data and make it easily accessible to all school personnel working directly with students.

As implemented under the leadership of the CEO, student tracking software will be a primary tool for collecting, integrating and disseminating attendance data, results of benchmark assessments from the school's various curriculum programs, as well as data from the Terra Nova and PSSA/PASA tests, including disaggregated data for students with disabilities, from low-income families, students of color and those with limited English proficiency. CWD will also disaggregate data according to how long a student has been at the school to assess the efficacy of the educational program.

Suspension/expulsion data and attendance data will also be used, both for the whole school, and disaggregated to ensure that groups of students are not being disproportionately disciplined.

The CEO will regularly convene a group of teachers and administrators to examine data. This group will bring concerns and issues to the attention of the whole staff or of the specific subgroups of faculty and staff. Those groups will make recommendations for changes in their program. The group's action plan will include processes to:

- Continue to analyze student achievement data against the requirements of the No Child Left Behind legislation
- Design and implement specific ways to address deficiencies
- Analyze the results of new ways of doing things
- Celebrate, publicize, replicate or expand what has been successful
- Use the PDE strategic plan system to guide continuous school improvement

5. School Community

A. Describe the relationship of your school with the surrounding community.

CWD has established strong relationships with the West Philadelphia community and the founders expect to continue and expand those relationships as the charter school develops. One partner has technology classrooms that have been delivering tutoring, training, and free

computers, printers, and Internet access to K-12 neighborhood children and adults for over five years. In addition, two of the founders also have worked closely with the West Philadelphia community and five of its schools (three elementary and two high schools) in their roles as director and assistant director of school/university partnership programs at Drexel University and Saint Joseph's University.

B. Describe the nature and extent of parent involvement in the school's mission.

The mission of CWD has been informed by extensive parent involvement and input. Three parents serve as members of the founding coalition. School founders have met with parents of atrisk and incarcerated youth throughout the community to exchange ideas and seek suggestions for the design of the charter school and how best to meaningfully involve parents in the life of the school.

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

Informational questions regarding the school's progress toward meeting its goals will be answered immediately either online or face-to-face. Parents are encouraged to phone, e-mail, make an appointment, or simply visit the school or the Cyber Central Office and request information from staff members who can address questions and provide information most appropriately and thoroughly.

Most parent concerns or complaints concerning their child's progress will be resolved in the day-to-day, respectful interaction among staff, parents and students. Unresolved concerns will be addressed in the following manner. Parents must always first contact the CEO or CAO, who will then contact the staff member involved in the situation of deemed appropriate. If an accommodation is not reached within three days of this meeting, parents are invited to communicate electronically or in person with the CEO. If after five days the issue remains unresolved, parents and the student will meet with the CEO and other interested parties at the CEO's discretion either in person or through a teleconference. The CEO's decision is presumed to be final. The parent has the right to continue the process by taking the concern to the Board of Trustees, which will make a final and binding decision at its next scheduled meeting.

Questions or complaints regarding the school and its progress towards meeting its goals can be brought to the attention of the school through a posting on the school's website, addressing the concern with the Family Advisory Council, or requesting that the parent member of the Board of Trustees raise the issue at its next scheduled meeting. Such concerns will be handled expeditiously and diplomatically with the intention of bringing those concerned to a consensus and/or the achievement of a win/win solution.

6. Extra-Curricular Activities

A. Describe the program of extra-curricular activities planned for the charter school.

The school will offer a variety of extra-curricular activities, both online and face-to-face where feasible. They will include virtual and actual field trips that support the curriculum, Science

Club, Chess Club, the publishing of an online newspaper, and the creation and dissemination of student-directed webcasts and podcasts. Other activities will be developed based on student interest and initiative.

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.

While CWD has not entered into plans with local school districts at this time, we value the opportunity for our students to participate in extracurricular activities with their peers. Therefore, we are committed to developing these opportunities as our planning proceeds.

7. Technology Support

A. Describe how your cyber charter school uses technology to provide a significant portion of its curriculum and to deliver a significant portion of instruction using the Internet or other electronic means.

To empower students to be successful in a technologically rich economy, CWD has established a vision for transformation of teaching and learning, and models this transformation in their learning and work experiences. Essential to this vision are the following principles:

- Students and their families have equal access to tools that support their learning.
- The focus of control for learning is student-directed rather than teacher-directed.
- Students master the information literacy skills needed to access, investigate, and apply information.
- Every class is connected to the secure CWD website with access to digital resources and curricula.
- Students demonstrate their understandings and skills relative to measurable performance standards.
- Technology is a vital link among the staff, students, parents, and expanded community.

CWD will make extensive use of the particular strengths of computers and other technologies to plan and manage the learning process, facilitate communication among administrators, teachers, parents and students, and deliver high-quality multimedia content to students.

Computer-mediated communication (CMC) will be used as the primary means of instruction and will be informed by the findings of Bruce and Levin (1997) who look at ways in which the tools, techniques, and applications of technology can support integrated, inquiry-based learning to "engage children in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world." Students at CWD will learn "with" technology as opposed to learning "through" technology. Bruce and Levin developed the idea of <u>technology as media</u> with four different focuses: <u>media for inquiry</u> (such as data modeling, spreadsheets, access to online databases, access to online observatories and microscopes, and hypertext), <u>media for communication</u> (such as word processing, e-mail, synchronous conferencing, graphics software, simulations, and tutorials), <u>media</u>

<u>for construction</u> (such as robotics, computer-aided design, and control systems), and <u>media for expression</u> (such as interactive video, animation software, and music composition). Each of these approaches has been shown to support student engagement and performance. They will be used throughout the school's educational program to support student achievement.

It is our belief that student learning is improved with the use of computer technologies. The balance between learning and doing is impacted by new technologies for education. We are exploring a framework for proficiency that emphasizes the power of multiple synchronized representations. Literacy in the 21st century requires more than the ability to read, write, and compute. We believe that every student must develop strong technological skills and continually use them in order to function adequately in our 21st century world. CWD will make certain that technology resources are integrated across the curriculum at every grade level. Students must use appropriate technologies to access worldwide resources in order to become more productive pupils as part of their standard classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. Students also must be able to analyze information for content, relevancy and accuracy and be able to present that information in a variety of formats, including those with technology platforms.

An education that is technologically rich produces high school graduates with the tools, competencies, and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.

B. Describe how you will improve student achievement through effective uses of technology.

An automated student information system will be used to track student attendance, grades, test scores, and other performance information, as well as generate customized reports to parents, staff, the community, sending school districts, and the PDE. Moreover, the school will monitor each student's progress on his/her individual objectives as specified in his/her TIP (and IEP and/or ELL plan if applicable), as well as all students' progress on the state's academic standards.

Improving student achievement through effective uses of technology will be the goal of the school's comprehensive technology plan that will address the needs of Administration, Teachers and Students. The primary components of this plan shall address Infrastructure, Equipment, Training, Security and Compliance. The passage of the "No Child Left Behind Act of 2001" increased accountability and reporting requirements regarding student academic achievement. In order to better respond to these and other federal and state reporting requirements, the Pennsylvania Department of Education has developed a state-level student information system, Pennsylvania Information Management System (PIMS). Through the project students will be assigned a unique identification number. All data to and from the state will use that unique identifier. The use of individual student records will:

- Increase the state's capacity to follow a student's progress over time;
- Provide better quality data to drive more enlightened policy decisions resulting in enhanced educational opportunities for all children;
- Reduce data collection burden on schools and districts; and enhance the use and relevance of state data by districts and schools.

CWD will participate fully in PIMS, taking part in all training opportunities provided by the state, maintaining accurate records of all required data, and generating and submitting all required reports.

C. Describe the technical support that will be provided to students and parents.

The school will employ a multi-faceted approach to ensure that both students and parents have access to technical support required to maximize achievement and student productivity, including the following:

- Employing a full-time Technology Coordinator
- Student and parent training sessions with expert technicians and educators, many of whom are CWD staff members
- Curriculum-related technical support provided by staff by telephone, online through what we have chosen to call "Cyber Central," via e-mail, and through face-to-face contact
- Technical support provided by the Help Desk of instructional software providers

All Administrators, Teachers and Students will go through a rigorous training program on the use of the technology, the software and the curriculum. This program will entail at a minimum:

- <u>Administration</u>: Administrators will be trained on Microsoft WORD and EXCEL, and all legacy systems including payroll, student information, etc. They will receive professional development on a minimum of a quarterly basis.
- <u>Teachers</u>: Teachers will be trained on the Online Curriculum, the use of the technology (i.e., video camera, audio units, smart boards), and how to implement technology into their curriculum (i.e., use of the Internet as a learning tool).
- <u>Students</u>: Upon enrollment, students will receive orientation on use of the computer equipment, Internet, software and related hardware. Students will also be required to complete a number of online tutorials as well as periodic teacher-led training sessions.

The Technology Coordinator will have the skill set necessary for basic network configuration and troubleshooting, and the ability to support and train users on hardware and software. The Technology Coordinator will be responsible for completing the annual PDE and Philadelphia School District technology surveys, taking part in periodic training opportunities provided by the state or local IUs, and working with a Technology Support Group that CWD will develop (this group may initially be a consulting organization but will eventually become part of the CWD administration).

The Technology Support Group will provide:

1. A domain controller configured and installed for the sole use of the Technology

- Support Group.
- 2. Installation and maintenance of all required administrative software and associated network connectivity
- 3. Help desk support from 8:00 AM to 5:00 PM every day that the system is open for all hardware, software and network related issues.
- 4. On-site technical support to those machines placed in Cyber Pods by CWD in order to maintain the required network connectivity.
- 5. Installation and maintenance of all required high speed WAN/LAN connectivity
- 6. E-mail service for all staff members
- 7. The most recent updates to all virus protection and administrative software
- 8. Both required and optional training to the instructional and administrative staffs

D. Describe the policy for ensuring the privacy and security measures that will guarantee the confidentiality of data gathered online.

CWD shall be in compliance with all laws and policies as it relates to student privacy, copyright laws, anti-virus software and filtering. The founders acknowledge the need to ensure that all electronic records are provided with the most advanced security measures possible. All efforts, therefore, will be made to maintain totally secure and safe record-keeping procedures in order to protect the privacy of student records. The privacy of student data will be protected by a comprehensive system that includes the issuance of a registration ID, username, and secret password assigned by the Technology Coordinator. The online curriculum is also password-protected. In addition, the school server on which student data is stored will be protected by a firewall, protecting the data from unauthorized users; access will be available only to parents, administrators, teachers, and students themselves when appropriate.

CWD policies comply with the following local, state and federal requirements:

- CWD shall adhere to the Pennsylvania State Department of Education and Philadelphia School District approved <u>Technology Plan</u> and <u>Acceptable Use Policy</u>.
- CWD shall adhere to all federal, state, and local regulations pertaining to accessibility, for all hardware and software purchases.
- CWD shall utilize the student management and record keeping software.
- CWD will follow all guidelines and policies as published by Philadelphia School District for ensuring safe and appropriate use of the Internet by students, teachers, and administrators.
- Educational software used in CWD must be approved, standards based software and be certified to perform on the operating system used on the computers at the students home and Cyber Pod locations.
- CWD shall design and develop a long-range plan for integration of technology that supports the instructional program and identified initiatives. The plan shall focus on *The*

<u>Pennsylvania Technology Standards for Students</u>, and include online learning opportunities for students in support of the No Child Left Behind Act.

- CWD shall ensure that all integrated instructional technology incorporates standards in compliance with Pennsylvania State Department of Education.
- E. Describe the methods to ensure authenticity of student work and the proctoring of exams.

CWD wishes to make certain that all student work is authentic and completed solely by the student. To that end we have implemented measures to monitor and encourage integrity of student work. The authenticity of student work will be ensured through a system of triangulation that will include affidavits of authenticity by the student and his or her guardian, as well as through direct observation by a member of the school staff either at a "hub" or during home visits and through a system of technologically-supported monitoring. Teachers will have the ability through video and software to authenticate student work online. Students and parents will be required to sign an Acceptable Use Policy (see Appendix F) that will include rules and procedures to maintain authenticity of student work.

Interventions to ensure authenticity of student work include:

- 1. **Proctors:** CWD will employ proctors to oversee major testing components including mid terms, final exams, state test, and projects. These proctors will be responsible for administering the exam at a designated site as well as insuring that all time requirements are met. Proctors will submit test materials in specially designated envelopes to CWD Administration or the appropriate testing agencies.
- 2. *Monitoring Software:* CWD will adopt software that allows for monitoring of students while on line. This software is sophisticated enough to know when a student is engaged in a lesson versus not being at the computer. It can also detect whether a student is just hitting an arbitrary key in order to not time out of a session.
- 3. *Video Conferencing:* For quizzes and other assignments the use of video conferencing equipment will be used in order that the instructor can see the child and interact via audio as well as video.
- **4. Student Code of Honor:** Students will be bound by a student code of honor to insure ethics and accountability when participating in the CWD. An acceptable use policy also outlines the use of the PC while online and that it is not to be used for any other function other than that of learning.
- F. Describe equipment such as hardware, software, and Internet connections to be provided to students.

Infrastructure: CWD shall provide an infrastructure that will accommodate the use of voice, data and video in our cyber learning environment.

- O Administration: CWD staff shall be equipped with high-speed Internet access on a secure network. This environment will allow users to access certain inherent technologies for payroll, procurement/ fixed asset management and student record keeping. All systems will preside on a Local Area Network (LAN) with the latest security software in place to protect student and administrative data.
- <u>Teachers</u>: When at the administrative site, teachers will utilize the Administrative Infrastructure. When teachers are at a remote location they will utilize one of four mediums: Wireless Philly, DSL, High Speed Cable Modem Internet Access, or Wireless Satellite Internet Access.
- Students: CWD can utilize Wireless Philly to interact with its Philadelphia students.
 Since the target area for students will be Philadelphia, the existing wireless structure can be utilized for distance learning. Students who are outside the signal range will be given high-speed access via DSL, Modem, or Satellite Access that is available also to teachers.

Equipment: The Technology components for Administration, Staff and Students will be standard and compatible. CWD will use a Request For Proposal (RFP) and Bid Process to procure the equipment as well as service contracts to support, maintain and upgrade equipment. The minimum specifications for all computer Systems will be: a 2.0 GHz processor speed with 1 GB RAM, 20 GB of disk space, 16X CDROM with DVD and burner capability, 17inch flat screen monitor, 32-bit sound card, Cat-5 Ethernet port, 56 kbps Ethernet modem, Microphone and speakers, Built in WIFI wireless card, Windows Operating system, Microsoft® Internet explorer, Adobe Acrobat Reader® 6, Real Player® version 7, Macromedia FlashTM, Quick Time®, Whiteboard software, Video Conferencing software, Microsoft Office.

- Administration: A typical administrative system will consist of a personal computer, a
 printer (or access to a high speed printer), and video conferencing equipment. The
 specifications of the computer will be as mentioned above.
- <u>Teacher:</u> A typical teacher's technology system will consist of a personal computer, a printer (or access to a high speed printer), and video conferencing equipment. The specifications of the computer will be as mentioned above.
- Students: configuration of the student system will include a PC as defined by the specs above. However students will receive their own color DeskJet printer, a digital camera (to be used for assignments and projects), and a USB Monitoring Device (to be used as part of their physical fitness requirement). Those students not able to travel to a Cyber Pod site for physical fitness will be given a daily exercise schedule according to their height, weight and physical condition. They will be required to wear this monitoring device connected to their PC and track their movements, distance, calories burned, etc.

¹ In the city of Philadelphia there currently exists an infrastructure called "Wireless Philly" which provides a wireless signal across the city. This access is pervasive and can be utilized by almost 100% of the users in the Philadelphia Area. Those who are not within range of "Wireless Philly" would be able to utilize DSL, Cable Modem, or Satellite Internet Access.

II. NEEDS ASSESSMENT

1. Statement of Need

A. Why is there a need for this type of school?

CWD is designed as an alternative school setting for high school students who do not or cannot apply themselves in traditional public high school settings, including students who already find themselves on the Active Off-Roll (AOR) lists at comprehensive high schools or are at risk of being added to such a list due to a number of factors, including issues related to weight, gender identity, sexual orientation, attachment to the criminal justice system, and the inability of the traditional school setting to meet their academic and social development needs.

These students form the core of the alarming number of students, over 60% according to School District of Philadelphia data, who do not complete high school in a four-year time span due to a combination of excessive absenteeism and poor academic performance. These students also represent the bulk of the 26% of Philadelphia's high school students whose PSSA test results consistently lag well behind the Commonwealth average in mathematics and the 34% who do so in reading. Poor attendance, coupled with severe lateness when they do attend, and a variety of social problems to contend with at home and in the community, contribute to a downward spiral. No longer able to complete the necessary grade level pacing, they fall even further behind. Discouraged and often uncomfortable in the traditional public school setting, these students have the highest permanent drop out rates in the City. These are the students who will be served by CWD.

While CWD will be open to all applicants on a first-come, first-served-basis, in accordance with Commonwealth charter school law, we will also seek to identify, through work with our community partners, those students whose lack of success in the traditional school setting can be ascribed to issues of weight, sexual orientation and/or gender identity struggles, and previous incarceration or connection with the juvenile justice system.

- A new study by Jennifer Warner in the *International Journal of Obesity*, Sept. 1, 2006; vol. 30: pp 1449-1460, showed, for example, that girls who became overweight between the time they started kindergarten and finished the third grade suffered a decline in test scores and social skills and scored lower than girls who were not overweight. Researchers say the study adds to previous research that being overweight has a particularly negative effect on girls' academic performance and social development throughout their school years. Boys who become overweight have a noticeably higher rate of absenteeism than boys who do not.
- The Gay, Lesbian and Straight Education Network's (GLSEN) most recent National School Climate Survey reported a direct relationship between in-school victimization, grade-point averages (GPAs) and the college aspirations of LGBT students. At the same time, more than four out of five lesbian, gay, bisexual and transgender (LGBT) students reported being verbally, sexually or physically harassed at school because of their sexual orientation. The school will partner with the Bryson Institute and the Attic Youth Center to help identify at-risk LGBT youth who might benefit from the educational program at CWD.

- Youth who are returning from incarceration or other encounters with the juvenile justice
 system face particular challenges in returning to traditional high school settings. CWD
 will establish an alternative means for these youth, many of whom we are already with in
 our SES program, to complete their high school education and prepare for meaningful
 employment.
- Often students with these various risk factors also have diagnosed or undiagnosed special needs. Sue Barrel and Lauren Warboys, for example, reported in a 2000 article in the *Juvenile Justice Bulletin* that a significant proportion of youth in the juvenile justice system have education-related disabilities. Youth with learning disabilities or emotional disturbance are arrested at higher rates than their non-disabled peers and studies of incarcerated youth reveal that as many as 70 percent suffer from disabling conditions. We aim to work specifically with such students, including those with Autism Related Disorders, a growing population throughout the Commonwealth.

B. Explain why the cyber charter school model is an appropriate vehicle to address this need.

A strong body of research indicates that the kind of self-paced, computer-assisted instruction we plan to offer, combined with a comprehensive set of support services and trained personnel, can more effectively meet the needs of these students better than the conventional approaches offered in traditional comprehensive high schools. Our innovative model of a combination of home- and site-based cyber schooling, supplemented by strong social and service learning components, will meet the needs of our students and families in the following ways.

One of CWD's partners has already established the capacity and infrastructure to deliver the underpinnings of a cyber school structure that will allow it to deliver effectively the proposed model. Their distance-learning program enables students to learn from home or a remote place, what we have called cyber-learning sites. The distance learning software consists of a proprietary web based interface called "online classroom" which enables students to communicate with other students as well as the instructor via voice, data and video. The curriculum is math- and language arts-based and is aligned to the Pennsylvania Academic Content Standards. While online, students are connected directly with their online instructor via a secure interface where we also integrate voice and video. Students can speak directly with the instructor, the instructor can see the students work while they are online and can help them work through reading and math problems. Based on the students reading and math level (determined by online assessments) the teacher assigns the appropriate lessons and the students work at their own pace. Over the course of the distance-learning program, students work an average of eight to ten hours per week, half of which is accomplished independently and half of which is teacher-assisted.

To insure student safety, several protections in the distance-learning program will be implemented at CWD. Our goal is to utilize technology to protect the identity of our students while creating a "virtual learning environment" where the student is able to explore and learn freely.

Based on the CWD partner's model, Carolyn Walker Daniels Cyber Charter School will implement a design that includes:

- **Student ID's:** All students receive a student ID number that is used to access the system as well as identify them to the Instructor. We will not utilize student information online neither will we post any identifiable information other than the student's ID. All teachers will have a list of student ID numbers and the corresponding names of their students.
- **Student Training:** Prior to utilizing the online system, students will receive 2 weeks of Internet training where they learn, among other things, how to login correctly, how to navigate the distance-learning program, and how to utilize the voice and video features. In addition, we will educate the students about Internet safety and predators as well as host a mandatory 1-day session for parents where we address Internet security.
- Computer Equipment: We will provide all students with a computer equipped with free Internet Access, web "pop-up blocker" and all chat and instant message features disabled. CWD will also use software that allows students to access only their Online Classroom web site thereby eliminating the students' ability to navigate the Internet unassisted.
- Parent Communication: The dates and time of every distance learning lesson is pre determined and mailed to the child's parent. All instructors are required to contact the parents prior to the first distance-learning lesson and parents are required to sit with their child during the first distance learning session. Through out the year, parents can sit with their child as many times as they would like and are encouraged to call the instructor to address questions.
- Online Teachers: All online instructors will adhere to the same guidelines and requirements of classroom instructors. Each online instructor must have an updated child abuse clearance, criminal records check and fingerprint information on file with CWD.

Also, teachers will receive a 2-day training in use of the software applications, the education components and review the required communications that they must have with the parents. The teachers will meet with the students in a classroom environment initially where they conduct the training session for the students as well as the mandatory session for the parents.

2. School Demographics

A. What are the school's enrollment projections for each of the first five years? What is the school's ultimate enrollment goal? What grades will be served? What are the entry age for kindergarten students and the entry age for beginners? How many students are expected to be in each grade or grouping?

In its first year of operation, CWD will serve 600 students in grades 9 and 10. The school will add one additional grade of 300 students annually for the next two year, until the school is operating at capacity in Year 3, at which point it will serve 1200 students in grades 9 to 12. A breakdown of the students by grade and year of operation is provided in the table below.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	300	300	300	300	300
10	300	300	300	300	300
11		300	300	300	300
12			300	300	300
Totals	600	900	1200	1200	1200

B. Describe the community or region where the school, particularly the administrative office, will be located

As a Cyber Charter School, CWD will enroll students from all counties within the Commonwealth of Pennsylvania, but will particularly target high-risk students in the neighborhoods of West Philadelphia.

Most neighborhoods in West Philadelphia face challenges that place children at-risk of academic failure. Based on 2000 census data for the census tracts from which most of CWD' student population would be drawn:

- Nearly 40% of residents have incomes below the poverty line.
- Nearly 25% are unemployed.
- Over 40% of children live in single-family homes.
- Nearly half of the residents do not have at least a high school degree.

The following description of the neighborhoods surrounding the Carolyn Walker Daniels Community Center, the school's primary cyber learning site, by the University of Pennsylvania clearly describes a community in need:

This section of West Philadelphia has experienced a drastic decline in total population since 1950, with the greatest population decline occurring during the 1970's. Significant neighborhood deterioration has accompanied the loss in population. Approximately half of West Philadelphia's 4,128 vacant structures are located here, and vacant land is a major blighting influence in some parts of the area.

Poverty is widespread in this part of West Philadelphia, and this is an underlying cause for the physical deterioration that is evident. In four of the seven census tracts within these neighborhoods, 2000 median family incomes were less than 53% of the city median. The area is also characterized by high unemployment, low educational attainment, and high rates for infant mortality and for infants born at very low birth weight. Additionally, many of the neighborhoods in this area are plagued by drug use, drug trafficking and crime.

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The location is centrally located in Philadelphia, accessible by public transportation, and outfitted with appropriate technology infrastructure. Also, the owner has offered CWD the facility for no rent for three years.

D. Describe any unique demographic characteristics of the student population to be served including primary languages spoken.

CWD will focus on areas that have minority and special needs populations, as well as high concentrations of students who are at risk of academic failure due to challenges posed by weight, gender identity, sexual orientation, and criminal justice issues, as well as those who have experienced lack of success in traditional high schools due to a variety of other factors.

3. District Relations/Evidence of Support

A. Provide evidence that your cyber charter school has the sustainable support to operate.

Copies of signed petitions and letters of support are available in Appendix G. Included are letters of support from: Senator Vincent Hughes, 7th District of the PA Senate; Dwight Evans, PA House of Representatives; Blondell Reynolds Brown, Philadelphia City Councilwoman At-Large; Derrick Gantt, President of Songhai Press; Dr. Ellen Scales, Assistant Professor of Education, Drexel University; Isa Clark, Founder of Philadelphia's Sankofa Charter School; Jeffery Brady, Founder of Philadelphia's Awesome Amateur Boxing, Inc.; Jennifer Martin, Owner of Twice as Nice Children's Boutique in Narberth, PA; and Judith Dumorney-McDaniel, President and Founder of Philadelphia's Teenagers in Charge.

B. What efforts have you made to notify the district(s) from which your charter school would draw students?

CWD founders have notified the School District of Philadelphia and surrounding districts of their intention to submit a cyber charter school application to the Pennsylvania Department of Education.

C. What efforts will be implemented to maintain a collaborative relationship with school districts?

Effective communication and collaborative relationships between the school and the sending district(s) will support the success of the school's students. Therefore, the school will provide districts with accurate enrollment data in a timely manner, will cooperate with district personnel wishing to visit the school or to collect appropriate data from the school, and will maintain open communication at all times. Many of the founders have longstanding ties with SDP personnel that will aid in this process of effective communication and collaboration.

Our letter of intent the Philadelphia School District is attached in Appendix H.

D. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others, through the use of letters of support, surveys, or other tangible means.

The founders believe that sustainable community support is key to charter school success. CWD has launched a campaign to cultivate the support of parents who intend to enroll their children in the school, of community leaders and activists who see the school as an important contributor to

their efforts to promote community development, and of organizations who have agreed to provide ongoing support to the school and its programs.

Many more will be added as the charter approval process continues and plans for the school are refined over the coming months.

III. GOVERNANCE

1. Profile of Founding Coalition

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

The founding coalition is comprised of a diverse group of professionals and parents with expertise in the areas of engineering and technology, business, K-12 education and youth development, higher education, online learning, psychology and counseling, health and safety, law, broadcasting, community development and outreach, and public relations. They have brought their many talents and experiences to bear in developing the CWD Cyber Charter School.

Ronald Daniels, Founder: Mr. Daniels is the youngest son of the late Carolyn Walker Daniels and is the founder of the school. Mr. Daniels has spent over 15 years in education and has held positions at the highest levels. He worked as a technology manager for Temple University in the late 90's. In 2000 he held the executive position of Chief Information Officer with the School District of Philadelphia where he managed 121 employees and an operating budget of \$ 40 million annually. Mr. Daniels currently is the President and CEO of Data Friendly, Inc., which is a 7 year old company he founded that provides technology and education supports to K-12 school districts across the nation.

Dr. Dale Baker, Professional Consultant: Dr. Dale Baker has dedicated 49 years to his career in public education. He has a PhD in Curriculum Instruction and has worked as an elementary educator, Curriculum Administrator, Assistant Superintendent, and Superintendent in the Pennsylvania, Ohio, and West Virginia public school systems. Dr. Baker also served the Pennsylvania Department of Education as Director of Educational Initiatives and Regional Director of Professional Development and as the Pennsylvania State Liaison for Blue Ribbon Schools. He is the recipient of the Pennsylvania Charter School Trailblazer Award.

Dr. Louise Vitiello, Educator: Dr. Vitiello has an M. Ed. in Urban Education from Springfield College and an Ed. D. in Counseling in Higher Education from the University of Massachusetts. Dr. Vitiello has been engaged in urban community-based educational reform since 1967. Most recently, she served as CAO of a charter school in Chester, PA for four years and as Director of Development for charter schools in Philadelphia and Chester for the past 5 years.

LaTonya Daniels, Business: LaTonya is a Parent and is actively involved in education. She holds a Masters Degree in Business Management an has held board positions with Philadelphia

Student Athletes (a non profit student organization), West Philadelphia Achievement Charter Elementary School in Philadelphia, and is a member of the William Penn Charter Parent Community Organization.

Judy Dumorney, Non-Profit Partner: A graduate of the University of Pittsburgh, Judy has been a longtime advocate of children and empowering them through education. In 1995 she founded Teenagers in Charge, a non profit organization created to empower teens by providing mentoring, social events, education and scholarship. This organization has touched the lives of hundreds of children since its inception.

Vanessa Brown, Community Block Captain, Parent: Vanessa Brown is one of the most active citizens in Philadelphia. She has worked tirelessly to enrich the lives of young people and the community through a number of organizations that she has led or been affiliated with. A list of her activities includes but is not limited to: Fallon Street Block Captain, Member of Mill Creek Council, Member of Lancaster Avenue Business Association, Member of the Peoples Emergency Center where she organized trips to Washington, DC to advocate for Women's rights and those of children. In addition, she recently ran for State Representative and had a good showing versus a well known opponent.

Dr. Rose White, Educator: A long time educator, Dr. Rose White has worked at every level of education as a counselor, teacher, principal and administrator. She currently operates her own educational organization that provides support services to schools with special needs children.

J. Brady, Awesome Amateur Boxing: Mr. Brady founded AAB to keep children off the streets by providing them with a safe environment where they can learn and grow. "J. Brady" as he is known in the Philadelphia Community has sponsored trips, promoted boxing events, raised funds and worked to empower the lives of young people for over 15 years.

Rodger Johnson, Chester County Juvenile Detention: Rodger has worked as a counselor for the CCJD for over 10 years. He has developed programs specifically for youth at risk and has worked on numerous boards and committees. He also served as City Council President for the City of Coatesville which is equivalent to the position of Mayor.

Alberta Paul, Professional Consultant: Alberta Paul has over 30 years of experience in education. She has a Masters Degree in Special Education and served as the Director of Learning Technology and Support Group for the School District of Philadelphia where she developed a number of technology-based programs for students.

Derrick Gantt, Corporate Partner: Derrick is an author and publisher of children's books. Mr. Gantt is also the President of the Songhai Press that he founded more than 15 years ago to provide curriculum, books and training to K12 institutions. For the past several years his organization has provided the core curriculum to the School District of Philadelphia.

Joan Sudler, Elwyn Institute: Joan is a long time advocate for children and community activist in the City of Chester for over 30 years. She has held positions at the state and local levels and has worked to provide opportunities for children through all of these channels including church

and community. In the past 5 years she has worked with Elwyn Institute providing services to students with mental disabilities.

Mary Ann Alexander, Educator: Mary Ann is a guidance counselor for the Camden Public School System. She has worked as a teacher, tutor and counselor in public education for over 10 years. She is close to completing her Doctoral work in education.

Edward H. Wiley, Attorney: Ed Wiley has worked in public education, and is an attorney. He is well versed in Human Resources law and has created educational programs and currently teaches a night class at a local Philadelphia university.

Patricia Burnett Griffin, Business: Patricia has business experience and has been with PNC Bank for over 15 years. She is a parent and has worked in the past year to provide educational services and tutoring to students in Philadelphia, New Jersey, and Washington, D.C.

Victoria Hatcher, Parent: Ms. Hatcher is a parent of 2 Philadelphia public school graduates. She is concerned about the current state of education in Philadelphia and has worked at a Philadelphia Charter School as an administrator for 3 years.

Isa Clark, Non-Profit Partner: Mr. Clark is the Founder of Sankofa Charter School in Philadelphia. A long time supporter of education, Mr. Clark is a former teacher in the Philadelphia Charter School system and has worked as a counselor and tutor to high school students.

Aleandra Elliott, Parent, Community Partner: Ms Elliott has been active in the lives of young people for years. She has served as Vice President of the PTA for a local school; she is the Director for the LIFE program, which is a city funded after school program; and she is a devoted parent and political activist. She has also tutored students as part of another after school program and is an exceptional athlete as she has played basketball at the college level.

Stephanie Jerome, Educator: Ms Jerome has served as a elementary school teacher in Philadelphia for 5 years. For the past year she has been a coordinator for an after school tutoring program in Florida. She recently moved back to the Philadelphia area and has provided assistance with the development of the CWD Cyber Charter School.

Doreen Harvell, Educator: Ms. Harvell has been an instructor with the Chester Upland School District since 1993. She has served as an adjunct professor at a Community College in Delaware and she holds a Masters Degree in Education. Ms. Harvell has also completed her principal's certification.

Nikeia McFarlane, Corporate Partner: Ms, McFarlane is the founder and President of "Absolutely HR," a full service Human Resources company. Her firm will be available to assist with advertising, interviewing and selecting teachers as well as administrative staff.

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities

or groups. Provide information on the manner in which community groups are involved in the charter school planning process. Include any plans for further recruitment of founders or organizers of the school.

In the spring of 2006, Ronald Daniels, CEO and Founder of Data Friendly, Incorporated began to create an executive team to assist with the operations and expansion of his company. Over the period of the next six months, Mr. Daniels was able to pull together the team that eventually became the nucleus of the Carolyn Walker Daniels Cyber Charter School's founding coalition, a group with noted experience and expertise in the areas of engineering and technology, business, K-12 education and youth development, higher education, online learning, psychology and counseling, health and safety, law, broadcasting, community development and outreach, and public relations. Later, two new members from the field of higher education, each with experience in designing and teaching online courses, were added to the group.

A number of community groups have been involved with the development of the application, including Teenagers in Charge, Teenshop, Awesome Amateur Boxing, the Songhai Press, the National Association of University Women, the Multicultural Resource Center, Drexel University, and Saint Joseph's University, The founders plan to engage other community groups in the planning of the charter school as the process continues.

There are no plans at this time for the recruitment of additional founders.

2. Governance

A. Describe the proposed management organization of the school

The school will be managed by a nine-member Board of Trustees (the Board), which will meet monthly plus on an as-need basis. An affirmative vote of a majority of the members of the Board, duly recorded, showing how each member voted, shall be used to take action on the following subjects:

- Adopting a school calendar
- Adopting courses of study
- Adopting textbooks
- Appointing or dismissing charter school administrators
- Adopting the annual budget
- Purchasing or selling of land
- Locating new buildings or changing the locations of old ones
- Creating or increasing any indebtedness
- Designating depositories of school funds
- Entering into contracts of any kind where the amount exceeds \$200
- Fixing salaries or compensation of administrators, teachers, or other employees of the charter school, and
- Entering into contracts with and making appropriations to an intermediate unit, school
 district or Area Vocational/Technical School for the charter school's proportionate share
 of the cost of services or to be provided by the foregoing entities.

Responsibility for day-today administration will rest with a Chief Executive Officer (CEO) with support from the Chief Academic Officer (CAO). They will be advised by a series of individual "councils" which will represent the perspectives of parents, students and community members. A School Council comprised of members of all school constituencies will also be convened regularly by the CEO to consider school wide matters such as recommendations to the Board on school policy, contract renewal for administrators, or major changes to the school design.

B. How will the Board of Trustees be selected?

The Board of Trustees will be selected by the founders no later than one month after charter approval. At least one member of the Board must be the parent of a currently enrolled student at the Carolyn Walker Daniels Charter School. The parent member will be elected annually by the Parent and Family Council. A non-voting student representative will be chosen by the Student Council beginning in Year Two of the school's operation. The student representative will serve a one-year term.

C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

The key to maintaining long-term continuity between the founders' vision and the Board lies in Board member selection, orientation, and development. Specifically, the Board development Committee will be charged with the task of managing the recruitment process and will convey the school's mission and expectations to prospective Board members, so that new members will enter with a clear understanding of the school mission, the founders' vision, and their individual roles and responsibilities as Board members. A formal new Board member induction program will be held at the beginning of each term, which will also serve as a forum through which founders and continuing members of the Board will articulate their vision of the school to new members. After the school's first year of operation, he Board and the founders will also develop a strategic plan to clearly articulate the Board's goals and implementation strategies designed to implement the founders' vision for the school.

In addition, for the first five years of the school's operation at least three members of the Board shall be chosen from members of the original Founding Coalition as stipulated in the by-laws.

D. Describe the roles and responsibilities of the Board

The Board of Trustees will have ultimate authority to manage the school, including but not limited to its mission and educational philosophy, curriculum, staffing, and operating procedures. In addition to the responsibilities listed in Section A (above), the Board's broader roles and responsibilities will include:

- Determining the charter school's mission and purpose
- Selecting the CEO
- Supporting the CEO and reviewing his or her performance
- Ensuring organizational planning
- Ensuring adequate resources to accomplish the school's mission and purpose
- Managing resources effectively

- Determining and monitoring the school's programs and services
- Enhancing the school's public image
- Assessing and improving its performance through ongoing Board development activities.

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

Positive relationships among teachers and administrators will be fostered in all aspects of school life. Both teachers and administrators will be expected to conform to a common Code of Conduct in their relationships with all school constituencies and with each other. Teachers will be guaranteed a voice in the decision-making process through the activities of the Staff Council and through membership on the Board.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate

Parent and student involvement is critical to the fulfillment of the school's mission. Parents will sit on the Board and will find their voice through the School Council and the Parent and Family Council. A student will sit on the Board as a non-voting representative and students will express their voices through a Student Council, which will make recommendations to both the administration and the Board

G. Submit copies of the school's Articles of Incorporation, by-laws, and contracts and other documents required by applicable law.

A draft of the by-laws of the Carolyn Walker Daniels Charter School Board of Trustees is included in Appendix I.

As required by law, the CWD bylaws contain a provision for "failure to organize or neglect of duty". Specifically, the bylaws outline a removal procedure for the failure of a Board member to perform his or her duties as outlined in the Charter School Law. No Board member shall, as a private person, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.

Our Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice-president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.

Procedures for dismissal of an employee are also contained in the bylaws.

H. Submit Board members' names, addresses, phone numbers and resumes

Board members' names, addresses, and phone numbers are listed below. Their resumes are included in Appendix J.

- 1. LaTonya Daniels, President
- 2. Stephanie Jerome, Vice President
- 3. Aleandra Elliott, Secretary
- 4. Patricia Burnett-Griffin, Treasurer
- 5. Dr. Rosemary White, Member
- 6. Doreen Harvell, Member
- 7. Joan Sudler, Member
- 8. Student Advisory Board Member, TBD
 - I. Submit copies of the school's management contracts

The school has no management contracts at this time.

IV. FINANCE AND FACILITY

1. Financing

A. Develop a preliminary startup and operating budget. Use the attached Pennsylvania Department of Education budget templates; draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.

A statement of assumptions to the operating model, preliminary operating budget for the first year, employee benefits worksheets, budget worksheets, and cash flow statements are included the Appendix K. The budget is based on revenues from the per-pupil allocation and state subsidies.

B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

Expenditures in excess of \$10,000 will require prior approval of the Board of Trustees after the submission of a minimum of three bids to ensure competition and advertising where appropriate. Purchasing procedures used by the Board will be modeled after the requirements of the Public School Code.

The CEO will establish a revolving checking account with a \$2,500 limit. From that account the CEO will be authorized to spend up to \$500 on any single transaction for the purchase of supplies, materials, instructional aids, educational software, books, transportation and/or tickets for special events. This checking account will be established with the signatures of the CEO and Business Manager. The CEO's signature indicates that the expenditure is consistent with the instructional needs of the School and consistent with the guidelines established by the Board of Trustees. Upon receipt of adequate documentation, the Business Manager is authorized to reimburse the checking account at appropriate times to reestablish a \$2,500 limit out of the general school account.

Expenditures in excess of \$500 but not exceeding \$10,000 will be permitted only when sufficient funds remain in the budget and only after the submission of three bids. Such expenditures are to be authorized by the Board of Trustees, which will require that a summary of such expenditures, the name of the vendor, the amount of the purchase and the purpose of the purchase be submitted to the Board at each monthly meeting for ratification.

Trustees will develop additional procedures as the need arises.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

The current budget will cover all projected operating expenses and precludes the need for fund raising at this time. However, if special events or projects require fund raising, the Board of Trustees will be responsible for raising necessary funds.

Beginning in Year 3 when twelfth grade is added, the Student Council, school leadership, parents and community partners will develop a fundraising plan, specifically targeted for student travel to Africa, as a senior year culminating educational opportunity.

D. Describe the implementation of the following required financial procedures: The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The Board treasurer shall deposit the funds in a depository approved by the Board and shall, at the end of each month, make a report to the Board of the amount of funds received and disbursed by him/her during the month. All deposits of charter school funds by the treasurer shall be made in the name of the charter school. The Board shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be United States Treasury Bills. All investments shall be subject to the standards set forth in PA 24PS-440.1 of the Pennsylvania School Code.

The school treasurer shall settle his accounts annually with the Board of School Directors before each year.

An annual audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirements set forth for school Boards in this section.

CWD agrees to implement the policies and procedures defined above.

The school anticipates engaging a contracted Business Manager from Larry Goodman and Associates to provide the school with "back-office" and financial management services.

Specifically, the following are examples of the proposed financial procedures the charter school will follow:

Budgets: No later than 90 days prior to the beginning of each fiscal year (July 1), the Business Manager and the school administration will together prepare and submit to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the school anticipates will be received, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the school, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the views of the school administration and Budget Manager of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

The Board of Trustees will, after reviewing and analyzing the Proposed Operating Budget, will communicate to the Budget Manager and the school administration any changes, additions or deletions it believes should be made in such Proposed Operating Budget. After making such changes the Board of Trustees will then approve the Proposed Operating Budget.

If revenues of the school for any year are less than budget or if the School will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees, school administration, and the Business Manager will meet promptly to determine if an adjustment to the operating budget is necessary. All operating budgets will be approved by June 30th of each year.

<u>Financial Statements</u>: The Business Manager will report to the school's Board of Trustees in writing monthly, for the proceeding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the School for such month and cumulatively for the fiscal year to date, as well as any recommended changes to the then-current approved operating budget that the Business Manager considers necessary or appropriate. CWD' Board of Trustees and the school's administration (the CEO and other designated staff) will examine the monthly financial statements to ensure that the School is meeting or exceeding the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the school's financial viability while meeting the School's mission.

<u>Audit</u>: The Business Manager will engage, on behalf of the CWD, an accounting firm or other appropriate third party to perform an audit of the books and records maintained for the school in accordance with applicable regulations. This audit is to be completed and a report to be furnished within 90 days after the end of the School's fiscal year (June 30). The annual school audit will be conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.

Operating Account: The Business Manager will establish, on an agency basis for the School, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The Business Manager will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the School. The Operating Accounts shall be used exclusively in connection with the operation of the school.

<u>Payroll</u>: The Business Manager will provide "back-office" accounting services for the School, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures
- Accounts payable services (including, but not limited to, the processing thereof)
- Accounts receivable services
- Maintaining accounting system records and reports
- Petty cash management
- Tracking of expenditures for furniture, fixtures and equipment

The School will employ appropriate on-site record keepers as necessary to provide the contracted Business Manager with operational data.

The school budget will be prepared by the business agent and will be subject to approval by the Board of Trustees. Financial Statements, showing budget compliance, will be prepared on a monthly basis, and distributed to all members of the Board. A CPA firm licensed in Pennsylvania will audit financial statements.

CWD will not fund religious education, field trips, or private enrichment programs. All CWD equipment will be returned in good condition at year's end. Lost or damaged equipment will be charged to user. All supplies required by the curriculum for daily use will be funded by CWD. The Board of Trustees will provide, if necessary, an initial line of credit to avoid start up problems due to delayed payments.

2. Facility

A. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.

CWD will conduct its Year One operations principally at two locations. Administrative operations will be conducted at Belmont Avenue and Levering Mills Road in Bala Cynwyd, PA. The student operations will take place at the Carolyn Daniels Center located at 4706-14 Westminster Avenue in West Philadelphia. As this is a cyber charter, the facility will serve as a "hub" for the face-to-face components of the program such as some tutoring, mentoring, and work related activities, professional development sessions, and community meetings, as well as

providing a work place for students and teachers who cannot or care not to do their cyber learning and teaching from home or another remote site. There are also plans to include additional "hubs" throughout the state with the Daniels Center located in West Philadelphia as the model. Discussions are currently being held with Independence Blue Cross/Blue Shield and Mount Carmel Baptist Church to serve as CWD "hubs."

B. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

The primary facility located at 4706-14 Westminster Avenue will be renovated and expanded over the next four years to meet the needs of our projected enrollment. This facility is already equipped with wireless Internet access, 22 networked computers, and over 27,000 square feet of space for expansion to accommodate the residential needs of some of our anticipated student population. The facility will include state of the art video conferencing and distance learning equipment. The site is located near Center City Philadelphia and is in close proximity to five universities, 15 public schools, 12 private and parochial schools, and 15,000 school-aged children live within walking distance.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

Maintenance of the school facilities will be accomplished through contracted janitorial services.

D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.

Facilities needed for Year One are currently available to CWD.

E. Describe facility-financing plans

The facility will be rent-free for the first three years of operation. As the need arises in future years, these properties will be made readily available to the school for lease, expansion and renovation at reasonable rates, funds for which will be sought via grants and school partnerships.

3. Liability and Insurance

A. Describe the proposed cyber charter school's insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and Director and Officer's liability coverage (see Section 1727-A of the charter school legislation).

The Board of Trustees will develop an insurance coverage plan that will include health, general liability (including school operation, extra-curricular activities and parent volunteer activities),

property, and Directors' and Officers' liability coverage in accordance with Section 1727-A of the charter school legislation. Provisions for a staff benefits package, including health and life insurance, comparable to that made available to employees of the School District of Philadelphia and other comparable sending districts will be made available to the CWD staff.

4. Child Accounting

A. Describe the proposed cyber charter school's enrollment and attendance procedures. Note: State child accounting procedures must be followed. (24 PS 13-1332)

CWD will follow Commonwealth child accounting procedures (24 PS 13-1332). Students will follow the school calendar, which will include a minimum of 180 days of instruction. Students must log onto the school website at a designated time each day. At the end of each day, the teacher or other adult responsible for that day's instruction or activity fills out an attendance log that indicates all work completed (both online and offline) and time spent on task. Additionally, teachers contact the responsible adult on a regular basis, and will verify their log of student work. Teachers and school administrators review attendance logs on a regular basis to ensure that students are on track to complete the required number of hours of instruction each year. The school will collect all necessary enrollment data as required under Section 1748-A of Commonwealth charter school law (Act 22) and will report enrollment data to the PDE via forms 4059CS Instructional Time Summaries, 40262C Annual Attendance Membership Reports, and 4002CS Summary Reports of Aggregate Days membership. The school will utilize a student information software system to track enrollment data to ensure that its enrollment figures are upto-date and continuously monitored.

The procedure for withdrawal from the school includes the following steps:

- Notification of intent to withdrawal through request for a Withdrawal Form
- Filing by a parent or guardian of a completed and signed Withdrawal Form
- Filing of a request by a parent or guardian to send the student's records to the school to which the student is transferring
- Notification the sending district of the student's withdrawal
- Return of all loaned materials and equipment within one week of withdrawal.

V. ADMINISTRATION

1. Recruiting and Marketing Plan

A. Demonstrate how you will publicize the cyber charter school to attract a sufficient pool of eligible applicants.

The founders will publicize the school through a variety of media, including newsletters and bulletins, community meetings, radio and television, newspaper notices and articles, media alerts and press releases, and the Internet. We will also establish a relationship with the juvenile justice system and other agencies to publicize the school and identify youth who can benefit from our

educational program as they make the transition back into a non-incarcerated setting.

B. What type of outreach will be made to potential students and their families?

The school will use a variety of strategies for engaging potential students and families, including distributing fliers and informational brochures, sending out direct mailers, making multi-media presentations at community meetings, contacting newspapers, as well as radio and television stations, and posting information on the Internet. Two of our founders, Elleanor Jean Hendley, an Emmy Award-winning former television news journalist, and Stephanie Jerome, who has a degree in Mass Media Communication and was previously employed at a local television station, will be instrumental in devising our strategies to publicize the school and to reach out to potential students and families.

2. Admissions Policy

A. Describe the admission methods and eligibility criteria you will use to select students.

CWD will not discriminate in its admissions policies against any age- or-grade-appropriate student. Should the number of applicants exceed the number of available spaces at any grade level, admission will be accomplished through a lottery system in accordance with charter school law.

B. Explain administrative procedures to ensure compliance with laws pertaining to special education.

Because the school's curriculum focus is inclusive and its teaching methods culturally responsive, the mission is appropriate to a wide range of learners for whom the educational design promises the possibility of enhanced learning opportunities.

C. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

When recruitment is completed and parents or guardians have filled out appropriate forms, a lottery will be conducted by the President of the Board of Trustees in early June if the number of applicants exceeds the number of available places. Names that have been entered in the application process will be assigned a number as they are drawn. If all slots are filled for a particular grade, remaining students will be placed on a waiting list as needed.

Families will have two weeks after the lottery is held in which to return the commitment letter that enrolls their children. If the selected families do not return the commitment letter by that date, families on the waiting list will be contacted in the order in which their names were drawn, and given an opportunity to enroll. This process will continue until enrollment is completed.

D. Explain how these policies further the mission of the school in a non-discriminatory fashion.

As a public charter school, all age-appropriate students from all backgrounds are welcome to apply.

3. Human Resource Information

A. Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.

The staff will demonstrate excellence in their job assignment and come fully prepared to carry out their responsibilities. These smart, energetic, hard working, responsible citizens will demonstrate strong character and sound educational practices that will lead students to develop academically, ethically, intellectually, culturally and socially to their fullest potential. Staff will prove every child is special and every child can learn.

Members of the instructional staff will be certified in their areas of responsibility and have successful prior teaching, tutoring or mentoring experience (preferably with urban and/or underachieving youth), and all will demonstrate:

- Educational and personal values consistent with those of the school
- Ability to teach to a variety of learning styles
- A commitment to ongoing professional development
- A love of teaching, learning and children
- Exceptional interpersonal and communication skills
- A commitment to the community in which the school is located, and
- A commitment to the empowerment of children and families
- An appropriate comfort and skill level with computer –assisted technology as a means of instructional delivery.

The hiring process for instructional staff shall include the following components:

- Recruitment efforts through the PA Charter School Coalition and advertisements in the *Philadelphia Inquirer* and local newspapers
- Design and use of an application for employment that includes a written statement of the applicant's educational beliefs and guiding principles
- Interviews for candidates selected in an initial paper screening with the CEO and CAO
- Follow-up interviews and visits to observe candidates in classrooms as needed
- Formal recommendation made to the Board
- Hiring decision made by majority vote of the Board
- Post-hiring meeting with other members of the school community.

The CEO will be hired according to a similar process conducted by the President of the Board of Trustees. The process of hiring other administrators will be conducted by the CEO who will make a formal recommendation on hiring to the Board of Trustees.

B. What is the targeted staff size and teacher/student ratio?

In the first year of the school's operation, the staff will consist of:

- CEO Chief Executive Officer
- CAO Chief Academic Officer
- Technology Coordinator
- Activities Coordinator
- Curriculum Coordinator
- Special Education Coordinator
- One School Psychologist
- One Social Worker
- One Counselor
- One Secretary
- Six (6) Special Education Teachers
- Ten (10) Classroom Teachers
- Five (5) Cyber Teachers
- One (1) Cultural and Music Teacher
- Three (3) Classroom Aides

The founders plan to add a Nutritionist in Year Two. Business, Nursing, and Custodial services will be contracted. The teacher/student ratio will be approximately 1/15.

C. What professional development opportunities will be available to teachers and other staff?

All teachers and administrators will have a professional development plan to insure personal growth and deep knowledge of current best practices. The founders, along with educational consultants from *Aventa Learning*, partnering universities, and The Multicultural Resource Center (TMRC), will design overall professional development training programs for teachers and staff to complement the vision, mission and curriculum of the school. Staff development will focus on the following topics during the initial five-year charter period:

- Online and computer-assisted teaching and learning
- Technology proficiency
- Culturally proficient teaching
- Best practices in cyber learning
- Identifying and building on the assets of urban and culturally diverse learners and families
- Building and strengthening school/community partnerships
- Preparing students for the college and financial aid application process
- Preparing students for the employment application process

Individual professional development plans will contain as a starting point the following: critical self-assessment, starting with a comprehensive portfolio documenting the strengths and

weaknesses as teachers; participatory research, and ways to create a supportive collegial environment that promotes professional growth of all participants.

D. Describe your human resource polices governing salaries, contracts, hiring and dismissal, and benefits.

Human resource policies to be developed by the Board of Trustees will be based on the following principles:

- All employees should have written contracts that describe their duties, terms of employment, compensation and benefits.
- Salaries should be commensurate with qualifications and benefits.
- Exemplary performance should be rewarded.
- Teachers whose performance warrants improvement should be provided with opportunities for remediation, a clear timetable for such remediation, performance targets, and clear standards as to how performance will be assessed
- Policies and procedures should not discriminate on the basis of age, gender and gender identity, race, color, creed, religion, ancestry, sexual orientation, national origin, socioeconomic status or handicap.
- Recognized standards of due process should be afforded to all employees and applicants.
- Benefits packages for employees (including medical and sick leave) should be commensurate with those offered employees at other charter schools.

E. Identify the proposed faculty.

The proposed faculty has not yet been identified. Recruitment will begin upon charter approval.

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.

The CEO will be responsible for ensuring that all required criminal history clearances are obtained and submitted prior to the issuance of contracts. Criminal history records of all founders have been requested.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.

The CEO will be responsible for ensuring that all child injury or abuse clearances are obtained and submitted prior to the issuance of contracts. Child injury or abuse clearances of all founders are being submitted with this application or have been submitted.

H. What procedures have been developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff?

In keeping with NCLB, the Cyber Charter School will hire only teachers and other professional staff deemed "highly qualified," i.e., they must have appropriate PA certification for the subject matter and level at which they will teach or be employed.

4. Code of Conduct

A. Discuss any rules or guidelines governing student behavior.

The Carolyn Walker Daniels Cyber Charter School's Code of Conduct is attached. At the heart of the school's Code of Conduct is the principle known as *organizing from the inside out*, an approach that taps into young people's individuality by helping them organize their time, space and belongings in a way that makes sense to them. The final result is an organizational system that makes teenagers feel good about themselves, helps them accomplish their goals, and is natural and easy to maintain. When approached *from the inside out*, organization and time management can be a form of self-expression for teens—because how they organize their things and their time says a lot about who they are as individuals.

This principle of organizing from the inside out will find expression and reinforcement through the use of the *Organizing from the Inside Out for Teens* program. These fourteen lesson plans are designed for use with middle and high school students. This fourteen-lesson curriculum for middle school and high school students is based on Julie Morgenstern's book, *Organizing from the Inside Out for Teens*, co-authored by her seventeen-year old daughter <u>Jessi Morgenstern-Colon</u>. The curriculum, like the book, is broken down into three sections: organizing basics, organizing your space, and organizing your time. The lessons will be taught and reinforced in individual, small group and large group support sessions embedded into the school schedule. The school will also initiate a program to help its students develop habits to cope more effectively with the many challenges of contemporary life. It will be focused on Covey's book. *The 7 Habits of Highly Effective Teens*. The 7 Habits of Highly Effective Teens are essentially seven characteristics that happy and successful teens the world over have in common. They are:

- Habit 1: Be Proactive®: *Take responsibility for your life*.
- Habit 2: Begin with the End in Mind®: *Define your mission and goals in life*.
- Habit 3: Put First Things First®: *Prioritize and do the most important things first.*
- Habit 4: Think Win-Win®: *Have an "everyone-can-win" attitude*.
- Habit 5: Seek First to Understand, Then to Be Understood®: Listen to people sincerely.
- Habit 6: Synergize®: *Work together to achieve more.*
- Habit 7: Sharpen the Saw®: *Renew yourself regularly*.

Habits 1, 2, and 3 deal with self-mastery called the "Private Victory®." Habits 4, 5, and 6 deal with relationships and teamwork, or the "Public Victory®." The last habit, Habit 7, is the habit of renewal. It feeds all of the other six habits. The training provides students with a step-by-step framework for boosting self-image, building friendships, resisting peer pressure, achieving goals, improving communication and relationships with parents, and other adults. The habits build

upon each other and foster behavioral change and improvement from the inside out. Based as well on the principle of organizing from the inside out, the character development program centered on the seven habits includes teacher training, a one-day workshop for students, and ongoing work with two student guidebooks, *The 7 Habits of Highly Effective Teens Personal Workbook and Ultimate Activity Guidebook*. Uniquely consistent with the PACHS mission, the program helps students, particularly those facing the particular challenges of contemporary urban life, to learn how to apply timeless principles of successful behavior to the tough issues of life, being better prepared to stand up for themselves and resist peer pressure, be more goal-oriented, and view life as a positive, meaningful experience.

B. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

The founders recognize that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The following suspension and expulsion procedures have been designed in accordance with Act 26 and other legal requirements.

No student will be suspended without notice for the reason for which he/she is being suspended and an opportunity to be heard in his/her own behalf before the principal/designee. Parents will be informed immediately of all suspensions. The student's parents are required to meet with the principal/designee and any staff member involved in the suspension prior to the student's return to school. A suspended student must make up work missed, and will not be allowed on school grounds or to attend any school related function during a period of suspension.

Most suspensions are for one day. However when a suspension exceeds three days, the student and his/her parents are given the opportunity for an informal hearing with the designated school official. Such hearings shall take place as soon as possible after the suspension except that, when extraordinary circumstances involving the health and safety of the student or of others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit.

The Board may either expel for a period exceeding ten calendar days or may permanently expel from the rolls any student whose misconduct or disobedience is such as to warrant this sanction. No student shall be expelled without the opportunity for a formal hearing before the Board or before a duly authorized committee of the Board. Such hearings shall be closed to the public, but should the parent request, the meeting will be held in public.

C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

Students will be required to attend and to participate vigorously in all educational activities and to log onto the school system in order to fulfill their required number of educational hours each day and each year. Assigned staff must be supplied with a satisfactory written explanation, with appropriate verification, for absences. Justifiable absences include those due to illness of the student, death in the family, medical or dental appointments, religious holiday observances, or

other reasons deemed acceptable by the CEO. The school will follow the guidelines for non-attendance set forth in P.S. §13-0333 regarding unexcused absences. Students who are absent without an approved excuse for three days in a row will be reported to the sending district as truant.

5. Timetable

A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

Timetable February 2008 to August 2008			
DATE	ACTIVITY		
Ongoing	Community Information Meetings		
	Fund raising Efforts		
February 2008	Board of Trustees identified		
March 2008	Facility lease signed or purchase completed		
	Renovations begun		
March to May 2008	Recruitment of students and families (advertising, applications accepted, parent interviews)		
April to May 2008	Recruitment of CEO and other administrative staff		
	Ordering of furniture, instructional materials, office supplies, computers, etc.		
	Agreements and contracts negotiated, finalized, and implemented		
May 2008	CEO and other administrative staff hired earlier if finances allow)		
June 2008	Complete personnel processing, including criminal background and child abuse checks		
First Week of June 2008	Lottery held. Acceptance notices mailed.		
	Waiting lists created. Families notified		
Third Week of July 2008	Enrollment confirmations returned		
July to September, 2008	Waiting list families notified as vacancies occur		
July 2007	All required documents submitted to PDE and all sending districts		
Second and Third Week of August 2008	Staff Development/Planning		
Last Week of August 2008	Student/Family Orientation; First Day of Classes		

6. Safety

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school

CWD will comply with the following to demonstrate the safety and structural soundness of the school:

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations.
- Application for certificates, licenses, etc. are part of the planning process.

7. School Health Services

A. Describe your plan for providing school health services as required under Article XIV of the public school code.

Adequate funds are provided in the budget for contracted health services. At all times a nurse will either be on site or easily accessible. In addition, the school hopes to develop a network of community health services, perhaps located in the school itself, to support children and families.

B. Describe how school nursing services, including administration of medication, will be delivered.

In addition to required screenings and maintenance of student health records, the nurse will be responsible for the following:

- Checking student immunization records, and following up with parents and/or guardians
- Advising students, parents, and staff about procedures of the health program
- Reviewing all student health records at the beginning of the year and meeting with parents of students who require school-day administration of medications.
- Administering medications and training to other staff members to do so
- Coordinating the school health program with community programs and providing information to other staff about health resources available in the community
- Assisting in budget preparations and ordering and requisitioning needed school health supplies
- Planning for first aid services and instructing responsible staff in the administration of first aid
- Assisting teachers in the delivery of health education instruction.

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a cyber charter school known as

Carolyn Walker Daniels Cyber Charter School

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1745-A, the Board of Trustees of the Carolyn Walker Daniels Cyber Charter School is hereby granted a Charter to operate a cyber charter school located at
It is specifically understood and agreed between the signatories hereto that: 1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A through 17-1751-A, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;
2) the granting of this charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Pennsylvania Department of Education or the State Charter School Appeal Board. Said Application is attached hereto as Appendix A and is incorporated herein by reference as if fully set forth;
3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;
4) this Charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new Charter shall be executed by the parties; and
5) this Charter can only be terminated in accordance with the provisions of applicable law.
WHEREFORE , the undersigned, intending to be legally bound hereby set their hands this of 2007.