

APPLICATION FACT SHEET

This application fact sheet is intended to be a “finger-tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

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

The Carolyn Walker Daniels Charter School

Proposed Cyber Charter School Administrative Location (City/Town and Zip Code)

Philadelphia, PA 19131 County Philadelphia

Intermediate Unit Philadelphia

Proposed Start Date August, 2007

Federal Employer Identification Number 233-093-198

Contact Person: First Ronald Middle _____ Last Daniels

Organization Data Friendly, Incorporated

City Philadelphia State Pennsylvania Zip Code 19131

Telephone (877) 451-2737 Fax Number (215) 472-0969 E-mail datafriendly@aol.com

Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents <u>10</u>	Elementary _____	1 st Year <u>200</u>
Teachers <u>10</u>	Secondary _____	2 nd Year <u>300</u>
Business Partners <u>4</u>	Age of Kindergarten _____	3 rd Year <u>400</u>
Community Based Orgs. <u>2</u>	Age of Beginners _____	4 th Year <u>500</u>
Museums <u>0</u>	Circle Appropriate Grade(s) K 1 2 3 4 5 6 7 8 <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	5 th Year <u>500</u>
Higher Education <u>2</u>		Total Number of Teachers <u>10</u>
Other Group (Identify) _____		

Does the cyber charter applicant have an existing retirement system? Yes ___ No XX

Does the applicant group presently have access to a facility suitable for the cyber charter school’s administrative offices?

Yes XX NO _____

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 and Other Essential Characteristics

Mission:

“To utilize the power of technology to provide a quality high school education to students who would have otherwise dropped out of the system”

Educational Focus:

The Carolyn Walker Daniels (CWD) Charter School will focus on a series of issues that prevent children from academically achieving, and then equip these students with the tools that they need to be successful. At CWD the education focus will be to identify a child’s area of need both educationally, as well as socially, and then to provide the proper education and services that the child needs in order to improve his/her ability to function in the community as well as learn academically. To achieve this, CWD will utilize Prentice Hall, a state aligned curriculum, along with the delivery supports from a number of educational services two of which are The 100 Book Challenge and Measuring Up- one to enhance reading and the other to provide a six week benchmark assessment. CWD will utilize a Year Round Education Model to allow for continuous teaching, learning, skill acquisition and application. The Carolyn Walker Daniels Charter School, by its design, will rigorously seek to engage those students 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 are prime candidates for CWD. Staffing of such a school is crucial to its success. CWD will utilize the services of reading specialists, psychologists, nutritionist and physical fitness programmer. These positions are in addition to the cyber faculty staff.

Other Essential Characteristics

In addition to learning in a virtual environment, CWD Charter School will be characterized by three distinct features: Year Round Education, the integration of Service Learning into the curriculum delivery system, and the ability to service students in a residential environment.

- **Year Round Education:** CWD has adopted a proven education model in Year Round Education (YRE) where student continuously learn all year long within a format of forty-five (45) academic days on and fifteen (15) intersession days of enrichment, remediation, extended service learning, and/or a vacation session. There are numerous advantages to this system including a structured environment all year long, the ability to remediate students that fall behind by utilizing the 15 day off period for remediation, and the elimination of Summer Learning Loss. Teachers involved in such a model do not experience burnout due to the cyclical renewal after each forty-five day period.
- **Service Learning:** CWD’s focus is on High School students and as such, we want to insure that these students have an opportunity to connect education with “real life”. With that said, CWD wishes to partner with Corporations and Higher Education Facilities where students will be able to perform their Cyber School obligations in the morning and then work afternoons within their learning facility as service learners. This will enable our students to better understand how their school work relates to the world around them while giving them an understanding of applied knowledge.
- **Residential Environment:** CWD has taken a unique and creative approach to providing education to adjudicated youth. CWD has made an agreement to lease a 27,000 square foot facility where it will provide residential services to students including the enrollment of these students in its Cyber School. Working with the Local School District and Court Systems, CWD will provide an environment where students can learn, work and live away from those elements that played a role in their initial social and legal issues.

**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.

- I. Describe how the cyber charter school agency will provide for continued operation of the school once the federal grant has expired.

CWD has not applied for the implementation grant. The founding coalition has been working gratis to explore this opportunity and research the feasibility of this venture. CWD plans to apply for implementation funds as well as other applicable funds once the charter is approved. This will enable us to continue our work towards opening an effective and efficient cyber school.

- II. Describe how the federal sub-grant funds will be used, including specifically how such funds will be used in conjunction with other federal programs (Attach PDE-362: Charter School Start-up Grant):

All Federal Grants will be used to assist CWD Administration in opening the Cyber Charter School. These expenditures will include but not be limited to: Administrative Equipment, Computer Equipment for students, Internet access, Duplicating Services, Curriculum, Software, Educational Consultants, Administrative staff. In addition, CWD seeks additional funding to address the needs of build-out of lease space and computer centers.

- III. Please check XX 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 XX that you will cooperate with the Department of Education in the evaluation of your cyber charter school program.

- V. Please check XX that you will provide additional information and assurances required by the Department of Education.

SIGNATURES

Name of Proposed Cyber Charter School Carolyn Walker Daniels Charter School

Date September 29, 2006.

President/Vice-President Ronald Daniels / Jan Gillepsie Walton
Board of Trustees

Secretary/Treasurer Vikki Hatcher / Jean Douglas White
Board of Trustees

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 Carolyn Walker Daniels Charter School Date September 29, 2006

Authorized Representative _____

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I. SCHOOL DESIGN

I.1. Mission Statement

I.1.A. Core Philosophy and Underlying Purpose

The Carolyn Walker Daniels Cyber Charter School (DCCS) will provide an innovative way for students who face a variety of academic, personal, and social challenges to complete successfully 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 service learning activities, DCCS will provide an alternative school setting for students who do not succeed in the traditional public high school environment. These students, many of whom are afraid to attend school because of issues related to weight or gender identity, others of whom face a variety of academic challenges unmet in the traditional classroom, still others of whom are returning from incarceration, have often already dropped out of school or are in danger of doing so. DCCS will be a safe haven and a springboard to success for those most in danger of becoming the children and youth left behind. The Carolyn Walker Daniels Cyber Charter School will serve students in grades 9-12 and will open to students from throughout the Commonwealth of Pennsylvania, although we expect the School District of Philadelphia to be our primary sending district.

I.1.B. Overarching Vision

The founders' vision for DCCS is informed by the life of a gallant woman and the work her life inspired. Carolyn Walker Daniels, who 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 children, she knew the power of education and worked the night shift 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 going in and out of the hospital, back and forth to dialysis and taking over 15 pills every day. Bed-ridden, she still continued to love and nurture her children and served as a role model to all who met her.

Her youngest child, Ronald Daniels, principal founder of DCCS, went on to become the family's first college graduate, earning both a Bachelors degree and a Masters degree in engineering. He attributes his success to the strength of his mother and the constant encouragement she gave him during his elementary years. As an adult whenever Ronald would be in the presence of both his mother and his wife, he would refer to them as the "Woman who gave me life, and the Woman who gives me life!" It is, therefore, no coincidence that when Carolyn Daniels passed away in 2001, she did so on June 12th, the birthday of Ron's wife.

In March of 2001, Ron Daniels founded Data Friendly, Inc. (Data Friendly) which has provided educational services to K-12 schools in over 15 school districts across the nation, beginning in Philadelphia, PA and Washington, DC. Its software products were recognized in national magazines such as *CIO* and *Principal Leadership* and have been presented at the annual conference of the National Association of Black School Educators (NABSE). The company began providing Supplemental Education Services in 2003, whose focus was on bridging the digital divide that so severely limits the educational horizons of children in low-income families. Over the past three years the company has provided free math and reading tutoring to hundreds of students in Pennsylvania and New

Jersey, and the company recently expanded its operations to seven additional states. As a Supplemental Education Services provider, Data Friendly has already piloted Cyber education with students in Chester, PA in 2004, and Trenton, NJ and Newark, NJ in 2006. These students utilized proprietary curriculum developed by Data Friendly that was aligned to state standards and delivered entirely over the Internet.

Recently, Data Friendly created a Board of Advisors as well as an Executive Staff that consists of PhDs, former Assistant Superintendents, former Chief Information Officers, teachers, administrators and marketing and public relations specialists. The company plans to utilize much of its technology, curriculum and products and services at the Carolyn Walker Daniels Charter School once it is approved and open.

In 2002, Mr. Daniels purchased a 27,000 square foot building and dedicated it as the Carolyn Walker Daniels Community Center. Over the past four years hundreds of children and adults have received services at the center in the form of tutoring, recreation events, technology training, distance learning and free Internet access. The creation of a Carolyn Walker Daniels Cyber Charter School is the next step in the evolution of this story. It is the continuation of a legacy that will afford opportunities to children that face incredible odds, yet quietly they continue to achieve and move forward just as Carolyn Walkers Daniels.

1.2. Measurable Goals and Objectives

The founders have established the following schoolwide goals, means of evaluating success, and possible corrective measures, if needed:

Goals	Means of Evaluation of Success	Possible Corrective Measures, If Needed
During the year:		
DCCS will maintain at least a 95% average daily attendance rate. (NCLB requirement).	Daily and monthly attendance data	Counseling sessions Parent conferences Home visits
At least 80% of parents will attend online and/or face-to-face student conferences.	Conference attendance data (sign-in sheets)	Parent satisfaction and interest survey Meetings with Home and School Association \ Interviews with parents Phone calls, emails and other means of communication
The school will communicate regularly and meaningfully with parents.	Parents can go online and review grades, progress notes, test scores, etc. Parents can communicate with teachers via emails or posting notes. Parents will have access to an online discussion board	Parent surveys on how communication from and with the school could be improved Parent focus groups on how communication from and with the school could be improved Solicit information from other cyber charters on effective means of communication with parents
At least 95% of students will participate in PSSA and other standardized tests. (NCLB requirement).	Attendance statistics Counting of tests taken	Calls and/or emails to families of students who missed first day of testing Ongoing conversation, if necessary with individuals and groups of students, about the significance of testing to their futures and for the school Online and/or face-to-face counseling sessions

Goals	Means of Evaluation of Success	Possible Corrective Measures, If Needed
Students will be provided with consistent access to computers, appropriate educational software, Internet access, and other educational resources.	Home computers and/or cyber pod stations will be operational at all times, or if under repair, students will have access to another station. Software will be operational. Regular meetings between the CAO and the IT coordinator	Greater financial resources provided Other providers identified
The budget will be balanced.	Monthly statements prepared by business service Cash flow projections Careful monitoring by CEO and Board treasurer	Board, with input from CEO, will reduce expenses if necessary and/or increase fund-raising activities
School personnel will be committed, effective and successful.	Student attendance Student performance Student and parent satisfaction surveys Observations of and feedback provided to staff by CEO, CAO, and the Board President	Further professional development activities for individuals, small groups, or whole staff Discipline, and/or dismissal, if necessary
The Board of Trustees will provide stable, effective leadership.	Full attendance at each meeting Published and well-publicized agendas Complete and widely disseminated minutes of Board meetings Successful completion of agenda Follow through on decisions Participation of Board members in special school activities online and face-to-face	Workshops and coaching provided by consultants on Board roles and successful operations Replacement of individual members when necessary
The school will maintain strong,	Successful interactions Community partner	Interviews with key partner leaders

Goals	Means of Evaluation of Success	Possible Corrective Measures, If Needed
effective relationships with its community partners	satisfaction surveys Agreements kept by school and partners	Redrafting of partnership agreements as needed Ongoing monitoring of partner agreements

Goals	Means of Evaluation of Success	Possible Corrective Measures, If Needed
At each year end:		
DCCS will have a 90% retention rate of all eligible students each year.	Enrollment data	Student and parent satisfaction surveys and interviews Exit interviews
DCCS will have a 90% staff retention rate.	Contract renewals and returns	Staff satisfaction surveys Exit interviews with teachers who choose to leave Interviews with those who choose to stay
100% of the faculty will be Highly Qualified (NCLB requirement).	Certification College transcripts	Hire Highly Qualified teachers. Require further training for those who are not yet highly qualified. Build characteristics of Highly Qualified teacher into each teacher's support and evaluation process.
DCCS will have a positive, public presence in the community.	Community feedback Number of applications for the following year Participation of community in school events Media coverage	Meetings with community members and key stakeholders Revision of rules or other necessary aspects of program

At the end of five-year charter:		
DCCS will have met or exceeded AYP goals each year.	Analysis of PSSA scores Reports from PA Department of Education	Close examination and revision of curriculum menu and procedures for developing IEPs for individual students as necessary Increased tutorial, small group, and other supports for students whose scores are below Proficient Participation in Guided Self-Study Process (NCLB)
95% of entering freshmen will have graduated within four years.-	Graduation and achievement data	Analysis of test data and drop out rates and failure rates Revision of curriculum and student supports Provision of more intense counseling services for students
95% of graduating seniors will have developed a realistic plan for further education and/or employment working with DCCS and Sunrise staff.	Documentation of the plan Summary of job and education applications submitted Evidence of enlistment in the military	Addition of more vocationally oriented courses More career education software
Members of the community will be supportive of the school and be pleased that the school is located in the community.	Community involvement in the school by means of attendance at events, advertisements in school publications, positive interactions with students	Meet with community members individually and in groups Invite community members to the school for conversation about issues Community satisfaction surveys Meetings of CEO with key community leaders
DCCS will be perceived as a model cyber charter school with a replicable educational program.	Favorable evaluations from sending districts and other agencies Inquiries on the model from other schools and charter school founders	Revisions of educational and other aspects of the program Consultation with educational experts and reformers

1.3. Educational Program

1.3.A. Educational Program

The educational program will be characterized by three interlocking components: standards-based instructional software programs delivered by certified, caring, and committed teacher-mentors, a year-round school calendar comprised of a variation on a 45 days on and 15 days off rotation, and a face-to-face program centered on service learning.

In accordance with 22 Pa. Code Chapter 4, set forth by the Commonwealth of Pennsylvania, the Carolyn Walker Daniels Cyber Charter School will provide content, aligned to the Pennsylvania Academic Content Standards, to students in grades 9-12 in the following subject areas:

Reading, Writing, Speaking, and Listening, including:

- 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, including:

- 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, including:

- 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, including:

- 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, including:

- 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, including:

- 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, including:

- 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, including:

- 8.1. Historical Analysis and Skills Development
- 8.2. Pennsylvania History
- 8.3. United States History
- 8.4. World History

Arts and Humanities, including:

- 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, including:

- 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, including:

- 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, including:

- 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

In choosing instructional software options we were guided in part by criteria developed by Beatrice C. Babbitt, Ph. D., Associate Professor Special Education at the University of Nevada, Las Vegas. Dr. Babbitt lists the following tips for selecting effective software, a list that was helpful to us as we considered the needs of our LD students as well as regular-education students:

- The less clutter on the screen, the better.
- Procedures should match those being taught in school.
- Choose modifiable software.
- Choose software with small increments between levels.
- Choose software with helpful feedback.
- Choose software that limits the number of wrong answers for a single problem.
- Choose software with good record keeping capabilities.
- Choose software with built-in instructional aids.

- Select software that simulates real-life solutions.
- Remember that software is a learning tool—not the total solution.

To address the needs of each student most effectively, the school's curriculum will imaginatively combine curriculum software programs provided by a number of companies, each of which has been found to meet these criteria, including *OdysseyWare*, Kaplan, Inc., *PLATO Learning*, EDMARK, Scientific Learning's *Fast ForWord*, and The College Board's Advanced Placement and Pre-AP's suite of online K-12 professional development resources and services,. The core of the program will be *Class.com*, supplemented by curriculum materials developed by Data Friendly in its work as a Supplemental Educational Services provider. Intensive diagnostic testing and a variety of formative assessments will determine the individual educational plan and the appropriate curriculum software for each student.

Class.com grew from a Research and Development grant project at the University of Nebraska that conducted and applied research about cognition and learning to creating a curriculum for students who are underserved in traditional settings. Cross-disciplinary teams of instructional designers, subject-matter experts, classroom teachers, multimedia developers, and software engineers developed standards-based courseware to ensure that all students have an opportunity to succeed.

Class.com courseware combines direct instruction with practice, repetition, exploration, and immediate feedback - all the principles of good instruction, with one-to-one attention from a teacher. This approach gives failing students an opportunity for individual attention with engaging technology and integrated learning tools.

Its approach allows teachers to focus on the needs of individual learners. Teachers can easily modify lessons or assessments to meet their preferences or student

needs. The founders believe, as do the creators of the Class.com curriculum, that all learners benefit from a personal relationship with a teacher who directs learning in a student-centered environment.

Class.com offers more than 50 semester-length courses covering the entire scope of the curriculum including core content, electives, and skills development. *Class.com* content is adaptable for use in a variety of ways: as a supplement to classroom instruction and textbooks; for blended instruction; or for use as complete, self-contained online courses to remediate course and test failure. Learning objects were developed to be self-contained without requiring textbooks or supplemental print materials, and were built specifically for the Internet, not derived from print materials.

Class.com math courses introduce knowledge, present context to aid student understanding, provide activities to apply concepts, and move students to higher-order thinking skills where they analyze, synthesize, and evaluate concepts. Its science courses provide multiple learning activities and use a variety of media to illustrate scientific concepts. Labs are fundamental to all science courses. In Biology 1A, for example, students learn about the different tools scientists use, then use a compound light microscope to look at real life cheek cells, hair, and a newspaper print sample under the microscope. English and Language Arts courses enhance reading and writing activities with real-world examples and multimedia activities. A lesson from English 9A, for example, covers elements of public speaking, using three famous examples to illustrate the concepts presented. In one exercise, students analyze Martin Luther King's famous "I Have a Dream" speech while learning about body language. The activity is followed by a writing assignment where students evaluate effective speech strategies and a later project

where they craft their own speeches. Social Studies courses include multiple learning activities, relevant and frequent feedback, and summarization exercises that reinforce learning. One section of the Settlement Unit covers the migration, settlement, and cultural diversity among the first human inhabitants of the Western Hemisphere. Follow-up activities include interactive maps, audio recordings of extant texts, and a combination of objective and subjective assessments. A complete list of Class.com courses with their alignment to PA Academic Content Standards can be downloaded from *Class.com*. The core *Class.com* curriculum will also be supplemented by materials developed by Data Friendly in its role as a provider of Supplemental Educational Services (SES).

Students will attend DCCS on a year-round basis according to a single track, 45 days on, 15 days-off calendar. The year will be divided into four nine-week terms separated by three-week inter-sessions. There is ample research that year-round schooling is highly effective in improving and sustaining academic performance. The major benefit of year-round education is that it facilitates continuous learning as the students are not ever out of school for a long period of time. As a result, the students forget less over the shorter breaks, and teachers spend less time reviewing pre-vacation material. Another real benefit of year-round education is that schools can offer an extra session of remedial, enrichment, or advanced classes to students between sessions.

The program will also include service learning and social skills development programs that will have both online and face-to-face components. Contrary to popular perception, students who enroll in cyber education have a plethora of options for interacting socially with their peers. DCCS will form online clubs and organize both online and face-to-face field trips to foster social experiences. Many of the social

activities in which students will take part will mirror those of the contemporary work force. By participating in virtual clubs, DCCS students can further develop their 21st-century communications skills and diversify their online learning experience with real-life collaboration and exercises. Among the formats we will use are those that emulate our regular online classroom environment, including live chats, academic club-related content, and interactive whiteboard sessions in a secure online environment.

For example, our Science Club will provide opportunities for students to participate in Earth Day activities, attend local science fairs, write articles about environmental issues, go on both virtual and actual field trips, engage in competitions, and design, implement and evaluate service learning activities in partnership with students at Drexel University, internationally acclaimed for its science and math programs, and one of our primary partners.

In particular, service learning has been shown to be a significant factor in student achievement, as well as a direct contributor to the development of social and citizenship skills. A national study of Learn and Serve America programs suggests that effective service-learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. A growing body of research recognizes service-learning as an effective strategy to help students by:

- Promoting learning through active participation in service experiences;
 - Providing structured time for students to reflect by thinking, discussing and writing about their service experience;
 - Providing an opportunity for students to use skills and knowledge in real-life situations;
 - Extending learning beyond the classroom and into the community; and
 - Fostering a sense of caring for others.
- Service-learning also strengthens both education and local communities by:
- Building effective collaborative partnerships between schools or colleges and other institutions and organizations.

- Engaging parents and other adults in supporting student learning
- Meeting community needs through the service projects conducted
- Providing engaging and productive opportunities for young people to work with others in their community.

Sample Weekly Schedule

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 am	HR	HR	HR	HR	HR
8:00 am	LA	M	LA	M	LA
8:45 am	M	M	LA	M	LA
9:30 am	S	S	SS	S	SS
10:15 am	SS	S	SS	S	SS
11:00 am	L	L	L	L	L
11:45 am	PH/ ED	H/ED	PH/ED	H/ED	PH/ED
12:30 pm	COM. TECH	FA	FA	CT	CT
1:15 pm	SAT.PREP	FA	FA	EM PREP	SAT PREP
2:00 pm	WOR/LANG	WOR/LNG	WOR/LNG	WOR/LNG	WOR/LNG
3:30 pm	SER. LERNG	SER.LERNG	SER.LERNG	SER.LERNG	SER.LERNG

Legend:

- LA (Language Arts)
- M (Mathematics)
- SS (Social Studies)
- S (Science)
- FA (Fine Arts)
- COM.TECH (Computer Technology)
- H/ED (Health Education)
- P/ED (Physical Education)
- EM.PREP (Employment Preparation)
- SAT.PREP (SAT Preparation)
- WOR/LANG (World Language)
- SER.LERNG (Service Learning)

I.3.B. Students with Disabilities

DCCS welcomes the opportunity to serve the needs of students with disabilities.

It is our goal to create an environment and processes that allow students with disabilities to be successful in the Least Restrictive Environment as defined by state and federal law and administrative rulings. It is estimated that 30% of the total student population at DCCS will require special education services. All students will have an Individualized Learning Plan (ILP) to guide the instruction they receive at the school. Students with

disabilities will have their mandated Individualized Educational Plan (IEP) substitute for the ILP. IEPs developed by the sending district will be reviewed upon a student's admission and revised to fit the cyber school delivery model.

In accordance with the Individuals with Disabilities Act (IDEA), the founders have designed, and the school will implement, the following policies and procedures to ensure that students with disabilities receive a free and appropriate education (FAPE) at DCCS.

Student Identification

In addition to students identified as disabled upon enrollment (self-identified or identified by incoming student records), Carolyn Walker Daniels Cyber Charter School has developed an Evaluation/Re-evaluation Protocol and Support Process. These protocols identify students based on the following:

- Teacher referral based on student performance, student participation, communication (or lack of), observations, student responsiveness, and ability to follow directions.
- Parental request for additional support services.
- Student request for additional support services.
- Review of academic progress and achievement (progress reports, grade point average, teacher input, etc.)
- Monitoring of "attendance"
- Direct monitoring of discipline/behavior issues.
- Any noticeable and/or obvious change in a student's behavior, demeanor, character, or personality.

All identified students are referred to the chairperson of the Instructional Support Team. The student is then evaluated using a range of methods, culminating with a Multidisciplinary Evaluation, when necessary, to gather all pertinent information regarding the student's disability. All evaluations are documented and the documentation is used to create an appropriate plan of modifications and accommodations, such as an Individualized Educational Program (IEP) or a 504 agreement. These plans are used to guarantee students with disabilities the means to demonstrate their knowledge and skills

and equitable access to curriculum, materials and instructional strategies. DCCS will advise parents of and follow all procedural safeguards as required by federal law.

Evaluation/Re-evaluation Protocol & Comprehensive Support Process

The Carolyn Walker Daniels Cyber Charter School will ensure that all students with disabilities within the age groups authorized by the charter will have the right to a free appropriate public education (FAPE). This includes children with disabilities who are advancing from grade to grade. Free appropriate public education shall also be provided to children who have been suspended or expelled from school in accordance with Title 34 of Federal Regulations (34 CFR), 300.300 (a) and 300.121 (e).

The determination that a student is eligible for special education and/or support services begins with the initial screening process upon admission. However, for those students not previously identified, the determination for services will be made on an individual basis by the school's Instructional Support Team.

All students with disabilities who are in need of special education and related services will be identified, located, and evaluated. A practical method shall be developed and implemented to determine which students are currently receiving needed services as well as those students who have not yet been identified.

The following procedures will generate ("trigger") a request for services for students who repeatedly receive office referrals or incident write-ups, consistently fail to submit complete and appropriate work, fail to complete sufficient school hours, or commit serious violations of the school's discipline policy. These services would include, but not be limited to, additional academic support, one-on-one assistance, remedial work, etc. Ultimately, if determined by the Instructional Support Team to be

warranted, the student will be referred for a Multidisciplinary Evaluation if not yet identified, or a re-evaluation if there is an existing I.E.P.

These triggers include:

- Teacher referral based on student performance, student participation, communication (or lack of), observations, student responsiveness, and student ability to follow directions.
- Parental request for additional support services.
- Student request for additional support services.
- Review of academic progress and achievement (progress reports, grade point average, teacher input, etc.)
- Monitoring of completion of school hours (“attendance”) by the parent and/or teacher. Designated school staff should monitor completion of school hours and complete a referral when sufficient hours are not completed when there is no parental contact. The staff member should also monitor patterns of “attendance” if and when they develop (e.g. absent on Mondays, Fridays, etc.).
- Direct monitoring of discipline and/or behavioral issues and violations of the school’s code of conduct and Appropriate Use Contract to determine continuing patterns of decline and allow for the Instructional Support Team to respond with appropriate supports. Additionally, any student involved in a serious disciplinary incident shall be referred immediately to the Instructional Support Team.
- Any noticeable and/or obvious change in a student’s behavior, demeanor, character, or personality.

Comprehensive Support System

In order to ensure that no student is jeopardized, a system of supports must be put into place regardless of whether the student’s needs are academic, behavioral, emotional, personal, or social. The process can be as fundamental as additional academic accommodations and supports, or if the student’s needs are more complicated or serious, the Instructional Support Team will work together to implement a full support package designed specifically for that student. If neither is effective, a multidisciplinary evaluation would be recommended to determine what services that student may be eligible to receive.

Comprehensive Support Process

A referral is made to the Chairperson of the Instructional Support Team based on the designated triggers. The Chairperson will then begin interviews with all teachers and home facilitators so that initial accommodations, modifications, and supports can be started immediately. In the case of attendance, the designated staff member should also make a referral to the guidance office for student counseling. Parents should also be notified. If the pattern is noted again, a conference with the parents will be held.

If initial accommodations are effective, they will be continued as long as the student requires the support. No further action will be required at this time.

Reoccurrence of problems will reopen the process.

If the initial accommodations do not appear to be effective, the referring individual, teacher, or home facilitator, should complete a Request for Student Services form and submit it to the Chairperson of the Instructional Support Team. The Chairperson of the Instructional Support team will begin to compile a Comprehensive Support process file on the student (background information, relevant medical records and information, attendance history, report card data, progress reports, discipline records, etc.). Site monitors who are teachers that will be employed to rotate from household to household throughout the school year, will ensure that students are in an environment conducive for learning and will take a pro-active approach to insure that student issues which may affect their learning are addressed quickly or at the very least, reported to the Chief Administrative Officer expeditiously in order to provide students and families with the further supports they require..

Any and all information gathered on a particular student is to remain strictly confidential. Any documented interventions, screenings, evaluations, results, IEP

information, etc., are available only to members of the school's Instructional Support Team and are to be secured in a limited-access computer storage area.

The Chairperson of the Instructional Support Team will convene a meeting with the individual making the referral and complete a Response for Student Services form. The Instructional Support Team will develop strategies and interventions, and determine the amount of time that should be allotted to implement these strategies and interventions. In the case of a second serious behavioral incident the Instructional Support Team will convene to review related issues, causes, and concerns. Parent and student counseling with the guidance office will be mandatory. Should a third serious incident occur, referral will be made to the school's Discipline Review Board for further action. Academic strategies and interventions will be implemented for the designated duration as deemed appropriate by the team.

At the pre-determined time, the team will reconvene to determine further action. The Instructional Support Team will determine, based on the documentation, if the established strategies and interventions are producing positive results and if they are to continue, or if other interventions are to be considered. If it is determined that the interventions and strategies are not producing sufficient results to guarantee FAPE, the Instructional Support Team as a body will consider a recommendation for formal evaluation.

IEP Meetings

IEP meetings will be held for all students determined to be eligible for special education services according to guidelines established by relevant state and federal regulations. IEPs will be updated at least annually or when it becomes necessary during the course of the year. All meetings will be attended by designated members of the

school staff including, but not limited to: a special education teacher, a regular education teacher, the local education agency representative, and the parent(s)/guardian(s). Other participants will include, as appropriate, the student, a school psychologist, an ESOL/Bilingual teacher, an interagency representative, a vocational technical representative, and/or a Community Agency representative.

Student Records

Student records, including those of students in need of special education services (such as IEP's, confidential meeting notes, parent comments, etc.) will be stored on Data Friendly's Student Information system. This system is a computerized attendance, records keeping and administrative system, access to which will be limited to authorized personnel and will require a password that will be periodically changed to ensure privacy.

Instructional Strategies, Modification, and Accommodations

DCCS will use a range of instructional strategies to provide all necessary support to students with disabilities. Academic support, accommodations, and modifications are provided based on individual need and include, but are not limited to: modified, parallel curriculum delivered in the home or at the cyber pod by a specially trained facilitator with the support of a certified special education teacher; team teaching with a facilitator and a special education teacher in the home or cyber pod environment; computer-based remediation and resource intervention; learning support curriculum materials supervised by a certified special education teacher. All special education students follow a roster of curriculum and course offerings that is the same as the regular education student body. The curriculum will be adapted and adjusted based upon the student's IEP. Progress is monitored by the teaching staff in collaboration with the special education coordinator.

Guiding Principles for Program Modifications

The following ten principles have been established and should be used to inform all decisions regarding modifications of an individual student's academic program.

- Use a student's strengths to overcome a weakness.
- Instruct at the appropriate instructional level.
- Instruct using skill-and strategy-based deliveries.
- Provide instruction and assignments in manageable chunks.
- Use a multiple exposure in multiple context approach.
- Teach skills and strategies in meaningful context using concrete materials.
- Allow student to use adaptive strategies or aids to perform tasks (tape recorder, calculator, etc).
- Modify assessments to allow students to demonstrate understanding of material but require students best efforts at all times.
- Give immediate feedback to student.
- Communicate consistently with members of special education department, the general school faculty and administration, and the parents.

Instructional Strategies

DCCS will draw from the sample list of effective instructional strategies which can be found in the Appendix provided for the following areas: 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 the Appendix as well. Decisions on how an individual student's program should be modified will be made by the 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.

I.3.C. Teaching Methods

Successful learning at DCCS 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 DCCS 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 DCCS 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 *Class.com* online curriculum, in combination with other educational software as described in their Individualized Learning Plans (ILPs) or, in the case of students

diagnosed with special needs, their Individualized Educational Plans (IEPs).. The diagram below illustrates the process through which the online curriculum will be delivered:

How Does Class.com Courseware Work?

1. Students:

- * Log in
- * Work through lessons
- * Take tests/quizzes
- * Turn in written work



Class.com Courseware

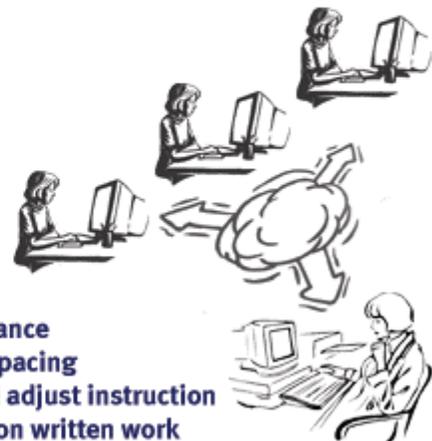
- * Supports differentiated instruction.
- * Serves as a resource for instructors.
- * Creates alternatives for all learners.
- * Enables student-centered learning.

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



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 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).

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 DCCS will center on the successful accomplishment of these four interlocking and overlapping roles:

Pedagogical (intellectual; task)

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, DCCS instructors will:

- **Have Clear Objectives.** Participants 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 seminar 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, especially with adults.
- **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.
- **Require Contributions.** In credit courses especially, students can be required to sign on and contribute substantively a certain number of times. With some computer conferencing systems, it is possible and may be appropriate to require a participant to respond to the topic or question under discussion before he/she can access the answers posted by other participants.
- **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, 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 text-based communications, it is especially difficult to construe intent and tone from on-screen text, unless you know the student's 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 (organizational; procedural; administrative)

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.

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I.3.D. School Calendar

The proposed 2007 – 2008 year-round school calendar can be found in the Appendix. Due to the complexities of the start-up process, it is based on a variation of the 45/15 YRE model.

I.4. School Accountability

I.4A. Self-Assessment and Evaluation

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. 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. DCCS 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

ESAT asks schools to assess its practices according to the following ten 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 influenced 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
- 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 retention rates.

PSCCR and ESAT assessment tools can be found in the Appendix.

I. 4.B. Teacher and Administrator Evaluation

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 described later in this application 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, if there is one assigned, as well as the CAO.

Teachers will be formally evaluated twice a year in the first year of employment with DCCS and be given a written copy of the evaluation followed by a conference with the CEO. At that conference strengths and challenges will be identified and an improvement plan will be collaboratively created 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 will be evaluated twice the following year and in subsequent years of employment until two satisfactory evaluations are achieved. Upon recommendation of the CEO, teachers can be dismissed by the Board of Trustees if performance is deemed unsatisfactory for two years running. The school also reserves the right to dismiss a teacher who has received satisfactory ratings for a limited number of reasons outlined later in this application.

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:

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

- 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..

Curriculum, Instruction and Student Assessment: To what extent does the teacher meet the 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, reports, 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.

I.4.C. Accountability to Parents

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 ILP 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. Parent conferences will be held twice each year, including one which will be student-led.

As part of a process of continuous school improvement, the CEO will generate an annual 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.

I.4.D. 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. Because those funds are rarely sufficient to meet the needs of our students, we also have a further responsibility to budget and manage wisely so that the financial resources that are made available can have the maximum possible impact on improving the lives of our students.

DCCS will contract with Foundations, Inc., well-known and respected for its work with charter schools, for a variety of business services, including assistance with budget preparation and monitoring, financial management, and payroll preparation. Foundations' consultants, working closely with the CEO, 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.

DCCS 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: DCCS 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, DCCS 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 DCCS to the Pennsylvania Department of Education; and b) DCCS' compliance with the provisions of the charter. This performance information will be used in assessing any renewal option for the charter.

I.4.E. Maintaining School Records

- 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.

They further understand 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, DCCS 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, DCCS 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, DCCS 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, DCCS *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, DCCS 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.

I.4.F. Student Enrollment

DCCS 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. This basic data includes:

- 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

DCCS also intends to use a student information software system, such as Administrators Plus or 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 this data, DCCS 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). DCCS will also mail each affected school district (and any other district that so requests) a copy of the DCCS charter, charter application and annual reports. Should a dispute arise with the sending district over the child's residency, DCCS will work with the school district and PDE to ensure that the resolution process outlined in Section 1748-A is followed.

I.4.G. Student Evaluation

DCCS staff and Board will continuously evaluate student 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 assessment.

Student assessments will also include those provided through Class.com rubrics and those from other educational software providers assigned to students according to their ILPs 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.

I.4.H. Student Development towards Overall Learning Goals and Objectives

The school has established the following student performance goals, objectives, indicators and targets for success:

Academic Goal 1: Students will become Proficient in English/language arts.

Objective A: All students will be proficient readers and writers, as measured by the PSSA, TerraNova, and the particular online instructional program.

Objective B: All students will be able to read, understand, and discuss works of fiction and non-fiction.

Objective C: All students will read for pleasure and knowledge and believe that reading is a lifelong activity.

Objective D: All students will be able to speak and write effectively in both standard English and in the language of their home culture.

Objective E. All students will be able to use technology to learn reading and writing skills, to conduct research, and to create expressive products.

Objective F: Students who intend to go to college or job training programs after graduation will have strong enough reading and writing skills to be successful.

Objective G. Students who do not intend to go to college will have received strong workforce skills that will enable them to produce a resume, apply, and interview successfully for employment.

Indicators for success include:

- performance on the PSSA and TerraNova/Supera assessments
- steady progress in the online instructional curricula in which they are engaged as measured by periodic benchmark and summative assessments.

Targets for success are based on the requirements of the NCLB legislation and Pennsylvania requirements for meeting the NCLB goals, as follows:

- By 2008 (Year 1), at least 63% of students will be proficient on the reading assessment.
- By 2011, at least 72% will be proficient in the reading assessment.
- By 2012, at least 81% will achieve proficiency.
- By 2013, 91% will achieve proficiency.
- By 2014, 100% will achieve proficiency.

Targets for success include:

- A 5% annual increase in the percentage of students who score at or above the national average on both reading and language assessments at both ninth and tenth grade
- A 5% annual decrease in the percentage of students who score in the bottom quartile on both reading and language assessments at both ninth and tenth grade

Academic Goal 2: Students will become Proficient in mathematics.

Objective A: All students will have strong computation skills and be able to use algebraic and geometric operations to solve real-life problems.

Objective B: All students will be Proficient in mathematics, as measured by the PSSA, and TerraNova/Supera assessments.

Objective C: All students will be able to analyze and solve complex mathematical problems in real world contexts.

Objective D: All students will be able to use various forms of technology as tools for learning mathematics and demonstrating mastery of mathematics.

Objective E: Students who intend to go to college or job training programs after graduation will have strong enough mathematical skills to be successful.

Indicators for success include:

- performance on the PSSA and TerraNova/Supera assessments
- steady progress in the online instructional curricula in which they are engaged as measured by periodic benchmark and summative assessments.

Targets for success are based on the requirements of the NCLB legislation and Pennsylvania requirements for meeting the NCLB goals, as follows:

- By 2008 (Year 1), at least 56% of students will be proficient on the mathematics assessment.
- By 2011, at least 67% will be proficient in the math assessment.
- By 2012, at least 78% will achieve proficiency.
- By 2013, 89% will achieve proficiency.
- By 2014, 100% will achieve proficiency.

Targets for success:

- A 5% annual increase in the percentage of students who score at or above the national average in mathematics at both the ninth and tenth grade
- A 5% annual decrease in the percentage of students who score in the bottom quartile in mathematics at both the ninth and tenth grade

Academic Goal 3: Students will become Proficient in science.

Objective A: All students will be able to use the methods of science in solving real world problems.

Objective B: All students will be Proficient in science as measured by TerraNova/Supera assessments (and by the PSSA when they become available)

Objective C: All students will be able to use various forms of technology as tools for learning science and demonstrating mastery of science

Objective D: Students who intend to go to college or job training programs after graduation will have strong enough understanding of the sciences to be successful.

Targets for success:

- A 7% annual increase in the percentage of students who score at or above the national average in science at both the ninth and tenth grades
- A 7% annual decrease in the percentage of students who score in the bottom quartile in science at both the ninth and tenth grades

Academic Goal 4: 95% of students will participate in PSSA and other testing. (NCLB requires 95% by 2014.)

Objective A: Staff, students and parents will be given information to ensure they understand the importance of participating in testing programs including but not limited to PSSA.

Objective B: All students regardless of language proficiency or other special circumstances will be expected to participate in the testing program.

Targets for success are as follows:

- In the first year (2007-08), at least 90% of DCCS students will participate in all required testing.
- In the second year (2008-09), at least 93% of DCCS students will participate in all required testing.
- By the third year (2009-10) and thereafter, at least 95% of DCCS students will participate in all required testing.

Academic Goal 5: 95% of entering freshmen will graduate within four years.-

Objective A: Students will be provided with a challenging curriculum tailored to their individual needs

Objective B: Students will be provided with continuous feedback and monitoring through their curriculum programs and through highly skilled staff

Academic Goal 6: 95% of graduating seniors will have developed a realistic plan for further education and/or employment working with DCCS and Data Friendly staff.

Objective A: Students will be prepared for further education or employment with essential academic skills.

Objective B: Students will be prepared for further education or employment by being able to apply the principle of organizing from the inside out and the 7 habits of effective teens.

The target for success is that 95% of DCCS students who attend the school for at least two years will graduate or have developed a realistic plan for graduation.

Non-academic Goal 1: Students will be highly engaged in their learning as reflected by an attendance rate of at least 95% and measured by at least 950 hours per year of online instructional engagement through a combination of lessons through direct instruction, discussion board participation, club involvement, service learning, and other school activities.

Objective A: Students must attend school regularly in order to learn.

Objective B: Students become independent thinkers and learners if they are in control of their attendance and work habits.

Non-academic Goal 2: All students will complete a service learning project each year.

Objective A: Participation in service learning activities contributes to both academic success and the development of citizenship and social skills.

Objective B: Service learning connects schools and students to the communities of which they are a part.

I have re-worked some of this section for clarity and consistency.

I.4.I. Use of Student Evaluation Data

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, SCHOOLNET Support Services, 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, SCHOOLNET 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. DCCS 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.

I.5. School Community

I.5.A. Relationship with Community

Data Friendly has established strong relationships with the West Philadelphia community it already serves and the founders expect to continue and expand those relationships as the charter school develops. The Data Friendly technology classroom has been delivering free computer training to neighborhood children and adults for over five years. The CEO, Ronald Daniels, a product of this community, still mentors and coaches Little League teams and is well-known in this community. He has been the recipient of numerous awards and citations including the prestigious *Community Service Award*, the *Power 99 Award*, and the *Governor's Grant for Outstanding Work in Technology*, to mention a few. Most of Mr. Daniels' awards have come directly from community recommendations and support.

In addition, two of the founders have also 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.

I.5.B. Nature and Extent of Parent Involvement in School's Mission

The mission of DCCS has been informed by extensive parent involvement and input. Three parents serve as members of the founding coalition. Mr. Daniels and other founders have met with parents of at-risk 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.

I.5.C. Parent Complaints

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.

I.6. Extra-curricular Activities

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.

I.7. Technology Support

I.7.A. Improvement of Student Achievement through Use of Technology

The program will make extensive use of the particular strength 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 DCCS will learn "with" technology as opposed to learning "through" technology.

Bruce and Levin developed the idea of [*technology as media*](#) with four different focuses: *media for inquiry* (such as data modeling, spreadsheets, access to online databases, access to online observatories and microscopes, and hypertext), *media for communication* (such as word processing, e-mail, synchronous conferencing, graphics software, simulations, and tutorials), *media for construction* (such as robotics, computer-aided design, and control systems), and *media for expression* (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..

I.7.B. Technology Support

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:

- The hiring of a full-time technology Coordinator
- Student and parent training sessions with expert technicians and educators, many of whom are part of the data friendly staff
- 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 Class.com and other instructional software providers
- The use of an automated student information system created by Data Friendly which will be used to track students 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.

I.7.C. Privacy of Student Data

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 *Class.com* 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, which will include only parents, administrators, teachers, and students themselves when appropriate.

I.7.D. Authenticity

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 that will include rules and procedures to ensure the authenticity of student work.

I.7.E. Equipment

Students will be provided with their own personal computer and high speed Internet access. Computers will meet the following minimum specifications:

- 1.5 GHz processor speed
- 128MB RAM
- 10 GB of disk space
- 16X CDROM
- 15 inch monitor display
- SVGA (800 X 600 pixel resolution) video

- 16-bit sound card audio
- 56 kbps Ethernet modum
- Microphone and speakers
- WIFI wireless cards
- Windows 2000 or XP operating system
- Microsoft® Internet explorer
- Adobe Acrobat Reader® 6
- Real Player® version 7
- Macromedia Flash™
- Quick Time®
- Whiteboard software
- Word processing and spreadsheet software

Two of the founders, Ronald Daniels and Dr. Rodney Ridley are noted engineers with vast experience in all areas of technology. They have provided and will continue to provide expert counsel regarding the equipment necessary to provide cutting-edge online instruction to our students and staff in support of the school's mission.

II. NEEDS ASSESSMENT

II.1. Statement of Need

II.1.A. Need

DCCS 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 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 DCCS.

While DCCS 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 DCCS.
- Youth who are returning from incarceration or other encounters with the juvenile justice system face particular challenges in returning to traditional high school settings. DCCS 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.

II.1.B. Appropriate Model

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.

As an SES provider, Data Friendly 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. Data Friendly's distance learning program enables students to learn from home or a remote place, what we have called cyber learning sites. Our 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, Data Friendly has implemented several protections in its present distance learning program, which will be replicated in the proposed charter school. 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. To accomplish this, we have designed our program in the following manner, which will be replicated in the Carolyn Walker Daniels Cyber Charter School:

- **Student ID’s:** All students receive a student ID number which is used to access the system as well as identify them to the Instructor. We do not utilize student information online neither do 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 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 educate the children about Internet safety and predators as well as host a mandatory 1 day session for parents where we address internet security.

- **Computer Equipment:** Data Friendly provides a computer to the students who utilize the distance learning program. This computer is equipped with six months of free Internet Access, web “pop-up blocker” and all chat and instant message features are disabled. Data Friendly also has software that allows students to only access 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 are employees of Data Friendly and 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 Data Friendly, Inc.

In addition, teachers receive a two-day training where they learn the software applications, the education components and review the required communications that they must have with the parents. The online instructors meet with the children in a classroom environment initially where they conduct the training session for the students as well as the mandatory session for the parents. The online instructors are required to be online a minimum of four hours per week assisting the students with their lessons, as well as assigning lessons, checking assignments, and creating progress reports.

II.2. School Demographics
 II.2.A. Enrollment Projections

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	100	100	100	125	125
10	100	100	100	125	125
11		100	100	125	125
12			100	125	125
Totals	200	300	400	500	500

II.2.B. Area and Regions to Be Served

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

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 DCCS' 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.

II.2.C. Location

The location was chosen because of Data Friendly's longstanding ties with the community and the pervasive needs of students in this area described above.

II.2.D. Unique Demographic Characteristics

DCCS 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.

II.3. District Relations/Evidence of Support

II.3.A. Notification

DCCS 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.

II.3.B. Relations 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.

II.3.C. Community Support

The founders believe that sustainable community support is key to charter school success. DCCS 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.

Copies of signed petitions and letters of support are available in the Appendix. Many more will be added as the charter approval process continues and plans for the school are refined over the coming months.

III. GOVERNANCE

III.1. Profile of Founding Coalition

III.1.A. Founders

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.

Ronald Daniels is founder and CEO of Data Friendly, Inc., a Software Development Company which produces CD and Internet-based products for schools, business, government, and corporate entities. Data Friendly has developed innovative student assessment software which uses artificial intelligence to assess student performance and create customized lesson plans and provided Supplemental educational Services (SES) to public school students in seven school districts across four states. By September 2006, the SES program will expand its reach to ten states and serve over 5000 students. Data Friendly's SES program is unique in that the company purchases a brand new computer for every child who completes its math and reading tutoring program. From 2003 to 2005 over a quarter million dollars was spent on new computers for low-income public school students and families in Pennsylvania and New Jersey.

Mr. Daniels also serves as President and CEO of CWD Management Corporation, a holding company established for the purpose of acquiring franchise stores and opening them in inner-city neighborhoods. Mr. Daniels has previously held positions as Vice-President and Director of Technology at the West Philadelphia Achievement Charter Elementary School, Chief Information Officer (CIO) of the School District of Philadelphia, a position that placed him at the very top level of the district's central administration, Senior Systems Manager at Temple University, and Senior Vice-President of Technical Operations for Invisions, Inc., a software development company. He is a member of the Discovery Charter School Board of Trustees, the Imhotep Charter School National Advisory Committee, the Pennsylvania Board of Charter Schools, and has contributed to the work of a number of important public and private initiatives, including the Mayor's Commission on the Digital Divide, the "Teaming for Technology" Committee of United Way of Philadelphia, and the Coatesville, PA Memorial Community Center. In 1992 Mr. Daniels founded Philadelphia Student Athletes, Inc., and has served as its President for fourteen years. Ronald Daniels holds a B.B. degree in Mechanical Engineering from the University of Pittsburgh, an M.S. in Industrial Engineering from Pennsylvania State University, and a Completion Certificate from the Tuck Business School at Dartmouth University.

Jan Gillespie Walton has over thirty-five years of experience as an instructional and administrative leader in the area of urban education, all of which have informed the development of this application. She has been a teacher, assistant principal, principal, regional superintendent, and assistant superintendent in the school districts of Abington and Philadelphia, PA and Camden, NJ. Her many professional accomplishments include the establishment of the first Year Round Education school and the first Brain-Based Learning Preference Pilot school in the School District of Philadelphia. She has a notable history of creating child-centered literacy, diversity, and reflective practitioner programs and strong school, corporate, university, community and parent partnerships, all of which have led to demonstrated improvement in student performance. Ms Gillespie-Walton has been honored by a host of agencies and organizations, including President Clinton's ONE America Initiative, the Council on Black Basic Education, the Multicultural Resource Center (TMRC), National MBAs, *Phi Delta Kappa*, and the School Districts of Philadelphia and Camden, NJ, and has been featured in many educational articles and videos for her work. She is invited frequently to be a keynote and commencement speaker at conferences and schools around the country. She is an Adjunct Professor of Education at Cheyney University and is the author of the recently-published book, *Mothers and Sons: Letters of Wisdom, Love, and Lessons Learned*. Ms. Gillespie-Walton earned a B.S. in Education from Cheyney University, an M.S. degree in Secondary Education from Temple University, and a Supervisor/Principal Certificate from Arcadia University.

Vikki Hatcher is the parent member of the founding board, having put two children through the public school system as well as having worked as an administrative assistant for a Philadelphia charter school for three years where she also served as the recording secretary for the Board. Ms Hatcher is currently the administrative assistant to the Chief Executive Officer of Data Friendly.

Jean Douglas-White brings to the founding coalition over thirty years of experience as an administrator in the School District of Philadelphia, including positions as a Disciplinary Hearing Officer, Administrative Assistant in the Central Discipline Office, and Assistant to the Executive Director of the Office of Human Resources. Her work in the Office of the Chief of Staff gave her responsibilities in a variety of all-important areas that have informed the school design, including the implementation of disciplinary policies and procedures, the discipline referral process, review of ACT 26 cases involving both regular education and special education referrals, professional development and the provision of services for students returning from incarceration. Ms. Douglas-White has a B.S. in Biology from Cheyney University and a M.E. degree as a Certified Reading Specialist from Beaver College, now Arcadia University, and received her Administrative and Principal certification from Cheyney University.

Dr. Rosemary White is a clinical psychologist who presently serves as Director of Education at Creative Teaching Concepts, Inc. in Cherry Hill, NJ where she develops, manages, and implements behavior modification programs for multiply-disabled and at-risk students in grades K-12. Her prior experience includes tenures with the School Districts of Camden and Winslow, NJ and Philadelphia, PA, where she served as a

teacher, counselor, and assistant principal, and with Huron University in San Diego, CA and Camden Community College where she taught courses in Developmental Psychology. Dr. White earned a Doctorate in Clinical Psychology and a Master of Arts in Psychology from Western American University, a Master of Arts in Student Personnel services from Rowan University and a Bachelor of Science degree in Elementary Education from Temple University. She holds certifications as a Principal/Supervisor, and in Student Personnel services, Early Childhood Education, Elementary Education, and Disaster/Crisis Intervention. She has contributed her expertise in all of these areas to the development of this application.

Dr. Rodney S. Ridley, Sr. holds a PhD in Engineering Science and Mechanics for his work on the effects of impurities in semiconductor processing and devices as well as an M.S. degree in Electrical Engineering, both of which were granted by the Pennsylvania State University. Dr. Ridley also received a B.S. degree in Physics from Lincoln University. For over a decade he has held the position of Principal Engineer for Advanced Process Development at Fairchild Semiconductor in South Portland, ME. His prior experience includes positions as Staff Engineer for Advanced Process Development and Staff Engineer for Fab Process Engineering for the Discrete Power Development Group in Mountaintop, PA. Dr. Ridley spent several years as an Adjunct Professor of Electrical Engineering at Wilkes University in Wilkes-Barre, PA and as an instructor, teaching assistant, M.S. research assistant, and PhD research assistant at Penn State. Dr. Ridley brings his expertise in engineering science and technology and his passionate concern for bridging the digital divide to his involvement with Data friendly and the development of the Carolyn Walker Daniels Cyber Charter School.

Elleanor Jean Hendley is an Emmy Award-winning former television news journalist and certified public school teacher with extensive management and leadership experience in education, youth development, community service and public affairs. In 2005 Ms. Hendley founded EJ Hendley Consultants LLC, which specializes in youth education and development. Its signature program is **Girls Achieve** (girlsachieve.com), a school-day series of experiential workshops for adolescent girls that is currently being presented at several School District of Philadelphia schools. Previously, Ms. Hendley was employed by CBS 3 TV in Philadelphia where she held several positions over a period of more than twenty years, including that of Director of Community Affairs, where she created a community outreach program that won the prestigious *Community Service Award* from the National Broadcast Association of Community Affairs. During her tenure as a New Jersey school teacher, Ms. Hendley founded and directed the “Creative Dancers,” an award-winning afterschool program for adolescent girls. Her commitment to youth continued during her broadcasting career and in 1985 she founded **Teenshop, Inc.** (teenshop.org), a non-profit weekend volunteer program for girls with goals. Ms. Hendley has received numerous awards for excellence in broadcasting and community service, including the *Take the Lead Award* from the Girl Scouts of Southeastern Pennsylvania, the *Professional Achievement Award* from Alpha Kappa Alpha Sorority, and the *Community Service Award* from the National Council of Negro Women. She received a Bachelor of Science degree in Education from Ohio’s Central State University and studied French at the Sorbonne in Paris, France.

Stephanie E. Jerome is a teacher and serves as the lead staff writer and editor at St. Ignatius of Loyola School in Philadelphia. Ms. Jerome brings strong communications and public relations expertise and expertise to the work of Data Friendly and the charter school. Previously, she was a human relations Intern at NBC 10 headquartered in Bala Cynwyd, PA, a marketing director/Site Manager at the Martin Luther King, Jr. resource center in Mansfield, PA, and a Public Affairs Intern at Philadelphia Newspapers, Inc. Ms. Jerome holds a Bachelor of Science degree in Mass Media Communication, granted *magna cum laude*, from Mansfield University.

Dr. Ellen B. Scales is an Assistant Professor of Education at Drexel University where she directs and teaches courses in the department's online B.S. in Education program, coordinates its partnership with University City High School, supervises student teachers, offers professional development to Drexel University/School District of Philadelphia partner schools, and designs new programs for "highly qualified" teachers. Previously, Dr. Scales held the position of Visiting Professor of Education at Saint Joseph's University where her duties included reaching literacy courses to graduate students in Elementary education and special education, teaching graduate research courses, teaching undergraduate and graduate courses in elementary mathematics, and directing the university's partnership program with two School District of Philadelphia schools. Dr. Scales is the founding Head of the Clairview School in Los Olivos, CA and serves on the Board of Trustees for both the Alliance for Progress Charter School and the Discovery Charter School. She holds a PhD in Reading, Writing, Literacy from the University of Pennsylvania, an M.Ed in Elementary Education from Beaver College/Arcadia University, and an A.B. in History from Villanova University.

James Jerry Clark is Visiting Professor of Education at Saint Joseph's University where he teaches graduate courses and also serves as Associate Project Director for the university's partnership program with two School District of Philadelphia public schools. He is also an adjunct instructor at the University of Medicine and Dentistry of New Jersey and at Drexel University where he recently led a review of the College of Education's undergraduate program in conjunction with the creation of its new online B.S. in Education program and where he also teaches an online course in the Social Foundations of American Education. He is a founding member of the Board of Directors of The Multicultural Resource Center (TMRC) and served as its president for several years. He is a senior diversity and cultural competence trainer for the PRIME Institute at Drexel University, an anti-bias and anti-bullying specialist for the *A World of Difference* project of the Anti-Defamation League of B'nai B'rith (ADL), and a consultant to Foundations, Inc. in its extended day, communications, and school services departments. Mr. Clark is a former member of the Shimer College Board of Trustees and the Board of Directors of the League of Women Voters of Philadelphia; he presently serves on the Advisory Board of Discovery Charter School for which he wrote the original charter school application. Mr. Clark holds a B.A. degree with a concentration in the Social Sciences from Shimer College and an M.A. degree in Political Science from the University of Chicago.

III.1.B. How the Group Came Together

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.

III.1.C. Plans for Further Recruitment of Founders

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

III.1.D. Involvement of Community Groups

A number of community groups have been involved with the development of the application, including Teenagers in Charge, Teenshop, 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.

III.2. Governance

III.2.A. Management Organization

The school will be managed by a nine-member Board of Trustees (the Board), which will meet monthly and on 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-to-day 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 schoolwide matters such as recommendations to the Board on school policy, contract renewal for administrators, or major changes to the school design.

III.2.B. Selection of Board of Trustees

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.

III.2.C. Continuity Between Founding Coalition's Vision and 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, the 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.

III.2.D. 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 III.2.A., its 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.

III.2.E. Relationships 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.

III.2.F. Parent and Student Involvement in Decision-Making

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

III.2.G. By-laws

A draft of the by-laws of the Carolyn Walker Daniels Charter School Board of Trustees is attached.

III.2.H. Board Members

Board members have yet to be named, but the founders are confident that when appointed the Board will have the full complement of skills required to govern a charter

school effectively, including representatives from the educational, legal, business, finance, and public relations professions.

IV. FINANCE AND FACILITY

IV.1. Financing

IV.1.A. Preliminary Start-up and Operating Budget

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. The budget is based on revenues from the per-pupil allocation and state subsidies. The budget for the first year assumes an average of 90% of students at all times. Any vacancies created by student mobility will be filled from the wait-list or by renewed recruitment.

IV.1.B. Purchasing Procedures

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, but will provide as much flexibility as possible consistent with the need for adequate control and oversight and the need to create and maintain competition for school purchases.

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.

IV.1.C. Fundraising Efforts

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 tenth 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.

IV.1.D. Financial Procedures

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
- Short-term Government obligations
- Deposits in insured savings accounts or time deposits or share accounts.
- Obligations of the United States of America or the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities

- backed by full faith of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Sta. 789, 15 U.S.C. * 80a-1 et. seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Note: 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.

DCCS agrees to implement the following policies and procedures defined above.

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

The school anticipates engaging a contracted Business Manager from Foundations, Inc. to provide the school with “back-office” and financial management services.

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.

It is understood, however, that each operating budget will be an estimate only and that unforeseen circumstance such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable, and departures therefore may be required due to causes of the foregoing nature or for other business reasons.

Accordingly, 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.

Financial Statements

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. DCCS' 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.

Audit

The Business Manager will engage, on behalf of the DCCS, 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.

Working Capital

The Business Manager shall provide assistance to the school to seek a line of credit facility with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

Payroll

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.

DCCS will not fund religious education, field trips, or private enrichment programs. All DCCS 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 DCCS. The Board of Trustees will provide, if necessary, an initial line of credit to avoid start up problems due to delayed payments.

IV.2. Facility

IV.2.A. Facilities under Consideration

DCCS will conduct its Year One operations principally at two locations. Administrative operations will be conducted from Data Friendly's corporate facility located 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 service learning 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 service learning sites and other "hubs" all over 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 cyber school "hubs."

IV.2.B. Suitability of Site

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.

IV.2.C. Plans for Maintaining Facility

Maintenance of the school facilities will be accomplished through contracted janitorial services provided for in the attached budget.

IV.2.D. Plan for Facilities Acquisition

Facilities needed for Year One are already owned and operated by Data Friendly. Minimal funds required for their use are reflected in the attached budget.

IV.2.E. Facility Financing Plans

The CEO of Data Friendly, Inc. has a real estate company that manages several properties across the state. 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 provided in future budgets.

IV.3. Liability and Insurance

IV.3.A. Insurance Coverage

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 Director's and Officer's liability coverage in accordance with Section 1727-A of the charter school legislation. The attached budget includes 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..

IV.4. Child Accounting

DCCS will follow Commonwealth child accounting procedures (24 PS 13-1332). Students will be expected to 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 such as PowerSchool to track enrollment data to ensure that its enrollment figures are up-to-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

V.1. Recruiting and Marketing Plan

V.1.A. Publicizing the School

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 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.

V.1.B. Outreach to Potential Students and 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, Eleanor 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.

V.2. Admissions Policy

V.2.A. Admissions Methods

DCCS 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.

V.2.B. Admissions Timetable

When recruitment is completed at the end of May 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.

V.2.C. Congruence of Admissions Policies and Mission

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

V.3. Human Resources

V.3.A. Hiring Standards

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 National Charter Network and advertisements in the *New York Times* and the *Philadelphia Inquirer*
- 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.

V.3.B. Staff Size and Student/Teacher 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
- Curriculum Coordinator
- Special Education Coordinator
- One School Psychologist
- One Social Worker
- One Counselor
- One Secretary
- Two Special Education Teachers
- Seven Classroom Teachers
- Five Cyber Teachers
- One Cultural and Music Teacher
- Three Classroom Aides

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

V.3.C. Professional Development

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 *Class.com*, 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.

V.3.D. Human Resource Policies

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.

V.3.E. Proposed Faculty

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

V.3.F. Criminal History Records

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.

V.3.G. Child Injury or Abuse Clearances

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.

V.4. Code of Conduct

V.4.A. Student Behavior

The Caroly 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 [*Jessi Morgenstern-Colon*](#). 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.

V.4.B. Suspension and Expulsion

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.

V.4.C. Mandatory School Attendance

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.

V.5. Transportation

V.5.A. Transportation Plan

Transportation will be unnecessary for most of our students most of the time. It will be provided through contracted bus service and/or mass transit tokens when necessary for service learning or other face-to-face activities, or when students are required to or wish to visit one of the school's cyber "hubs."

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

V.8. Safety

V.8.A. Intent to Comply with Safety Requirements

DCCS 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
- Adherence to all other federal, state, and local health and safety laws and regulations.

V.9. School Health Services

V.9.A. Provisions for School Health Services

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.

V.9.B. Delivery of Nursing Services

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.

APPENDIX A
FEDERAL GRANT APPLICATION ADDENDUM
FEDERAL ASSURANCES

APPENDIX B
BUDGET MATERIALS

APPENDIX C
SCHOOL ASSESSMENT TOOLS

APPENDIX D
GUIDELINES FOR EVALUATING K-12 ONLINE TEACHERS

APPENDIX E
SELECTED STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS

APPENDIX F
CODE OF CONDUCT

APPENDIX G
RESUMES OF FOUNDERS

APPENDIX H
DRAFT BY-LAWS

APPENDIX I
EVIDENCE OF SUPPORT

DCCS 5 YEAR BUDGET

OBJ CODE	REVENUE	2007	2008	2009	2010	2011
0000	STUDENT ALLOTMENTS	\$ 1,900,000	\$ 2,850,000	\$ 3,800,000	\$ 4,750,000	\$ 4,750,000
	TOTAL REVENUE	\$ 1,900,000	\$ 2,850,000	\$ 3,800,000	\$ 4,750,000	\$ 4,750,000
	TOTAL REVENUE AT 90% ATTENDANCE	\$ 1,710,000	\$ 2,565,000	\$ 3,420,000	\$ 4,275,000	\$ 4,275,000

OBJ CODE	EXPENSES	2007	2008	2009	2010	2011
1000	PERSONNEL	\$ 720,000	\$ 1,136,850	\$ 1,708,633	\$ 2,389,611	\$ 2,389,611
1100	BENEFITS AND RELATED	\$ 116,400	\$ 169,422	\$ 241,336	\$ 342,030	\$ 342,030
1200	PROFESSIONAL / TECHNICAL SERVICES	\$ 181,500	\$ 235,750	\$ 265,225	\$ 261,948	\$ 261,948
1300	OTHER SERVICES	\$ 150,000	\$ 218,100	\$ 289,260	\$ 330,486	\$ 330,486
1400	SUPPLIES	\$ 94,780	\$ 292,980	\$ 101,432	\$ 74,702	\$ 74,702
1500	PROPERTY SERVICES	\$ 89,320	\$ 146,898	\$ 279,114	\$ 285,224	\$ 285,224
1600	EQUIPMENT & PROPERTY	\$ 278,000	\$ 245,000	\$ 375,000	\$ 391,000	\$ 391,000
1700	CURRICULUM MATERIALS	\$ 80,000	\$ 120,000	\$ 160,000	\$ 200,000	\$ 200,000
	TOTAL EXPENSES	\$ 1,710,000	\$ 2,565,000	\$ 3,420,000	\$ 4,275,000	\$ 4,275,000

DCCS 5 YEAR BUDGET

REVENUE PROJECTIONS

OBJ CODE	ITEM	2007	2008	2009	2010	2011	ASSUMPTIONS
0000	STUDENT ALLOTMENTS	\$1,900,000	\$2,850,000	\$3,800,000	\$4,750,000	\$ 4,750,000	
0010	Student Count	200	300	400	500	500	Student Enrollment to double each year
0020	Per Pupil Allotments	100	150	200	250	250	
	Student Allotment	\$700,000	\$1,050,000	\$1,400,000	\$1,750,000	\$1,750,000	Average Allotment of \$ 7,000 for 50% of the student population. Also assume that average allotment is constant for 5 years
0030	Special Education Allotment	100	150	200	250	250	
	Special Education Student Allotment	\$1,200,000	\$1,800,000	\$2,400,000	\$3,000,000	\$3,000,000	Average Special Education Allotment \$ 12,000 and special education enrollment of 50%. Also assume that average special education allotment is constant for 5 years

EXPENSE PROJECTIONS

OBJ CODE	ITEM		2007	2008	2009	2010	2010	ASSUMPTIONS
1000	PERSONNEL	YR1 #	\$720,000	\$1,136,850	\$1,708,633	\$2,389,611	\$2,389,611	
1010	Administration							This is the school administrative staff that handles operations and decision making.
	Chief Executive Officer	1.00	\$50,000	\$51,500	\$53,045	\$43,709	\$43,709	Full time position responsible for executive decisions at the school. Assume 3% salary increase per year
	Chief Academic Officer	1.00	\$50,000	\$51,500	\$53,045	\$43,709	\$43,709	Full time position responsible for academic decisions at the school. Assume 3% salary increase per year
	Technology Coordinator	1.00	\$25,000	\$25,750	\$26,523	\$32,782	\$32,782	Part-time position to assist with administrative technology needs
	Curriculum Coordinator	1.00	\$25,000	\$25,750	\$26,523	\$32,782	\$32,782	Part-time position to assist with curriculum development, implementation, testing and professional development
	Education Trainers	1.00	\$25,000	\$50,000	\$75,000	\$75,000	\$75,000	Part-time position to provide professional development to Instructors and Cyber Teachers

1020	Instructional			\$20,000	\$20,600	\$21,218	\$21,855	\$21,855	Assume 3% annual salary increase for all instructional staff
	Cyber Teachers	7.00		\$150,000	\$231,750	\$318,280	\$409,775	\$409,775	Cyber Teachers have a student ratio of 20 to 1. Starting Salary of \$15,000 increasing by 3% each year.
	Special Education Teacher	2.00		\$40,000	\$80,000	\$120,000	\$160,000	\$160,000	Initially 2 special education teachers increasing proportionally with each enrollment of 100 students
	Classroom Aides	3.00		\$60,000	\$120,000	\$180,000	\$240,000	\$240,000	Initially 3 classroom aides increasing proportionally with each enrollment of 100 students
	Cultural / Music Teacher	1.00		\$20,000	\$40,000	\$120,000	\$160,000	\$160,000	Add one Cultural / Music Teacher Each year
	Cyber Pod Instructors	5.00		\$70,000	\$140,000	\$280,000	\$560,000	\$560,000	Cyber Pod Instructors of 1 per site. Assume year 1 there will be 2 sites and it will double every year. Average Salary over 5 years will be 35,000
	Site Coordinators	5.00		\$20,000	\$40,000	\$80,000	\$160,000	\$160,000	Each Cyber Pod site will employ a part-time site coordinator. Also assume this number will double each year. Average salary of \$ 10,000

1030	Clerical								
	Secretary	1.00	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	P/T Budget of 50,000 per year
	Data Entry Clerk	1.00	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	P/T Budget of 20,000 per year
1040	Support Staff								
	Counselors	1.00	\$25,000	\$50,000	\$75,000	\$100,000	\$100,000	\$100,000	1 counselor for first 200 students, adding 1 counselor each year
	Social Workers	1.00	\$20,000	\$40,000	\$60,000	\$80,000	\$80,000	\$80,000	1 social worker to be added every year @ 20,000
	Psychologist	1.00	\$30,000	\$60,000	\$90,000	\$120,000	\$120,000	\$120,000	Contracted Services \$20,000 Annually adding 1 each year
	Special Education Coordinators	1.00	\$20,000	\$40,000	\$60,000	\$80,000	\$80,000	\$80,000	Contracted Services \$20,000 Annually adding 1 each year

1100	BENEFITS AND RELATED	\$116,400	\$169,422	\$241,336	\$342,030	\$342,030	
1110	Medical, Dental, Life Insurance	\$64,800	\$102,317	\$153,777	\$226,575	\$226,575	Estimated 9% of Annual Salary (All Staff)
1120	PSERS / Retirements	\$21,600	\$34,106	\$51,259	\$75,525	\$75,525	Estimated 3% of Administrative and Instructional Staff Salary)
1130	FICA, Workers Comp., Unemploy. Comp.	\$79,200	\$125,054	\$187,950	\$276,925	\$276,925	Estimated 11% of Annual Salary (All Staff)
1140	Personal Leave and Illness	\$36,000	\$56,843	\$85,432	\$125,875	\$125,875	Estimated 5% of Annual Salary (All Staff)
1150	Insurance Recovery	(\$36,000)	(\$56,843)	(\$85,432)	(\$125,875)	(\$125,875)	Estimated 5% of Annual Salary
1160	Turnover / Delayed Hirings	(\$14,400)	(\$22,737)	(\$34,173)	(\$50,350)	(\$50,350)	These are funds which occur due to delayed hirings and/or the period between an employee leaving and a new employee filling their position. Estimate 2% savings each year of gross employee budget + gross benefits and related budget.
1170	Overtime	\$30,000	\$33,000	\$36,300	\$39,930	\$39,930	Flat budget of \$30,000 per year increasing by 10%

1200	PROFESSIONAL / TECHNICAL SERVICES	\$181,500	\$235,750	\$265,225	\$261,948	\$261,948	
1210	Professional Services						
	Legal	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	Contract out Legal Services. Est \$2 K/mo
	Business Services	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	Contract out Accounting services. Est 5K / mo
	Nursing Services	\$25,000	\$50,000	\$50,000	\$75,000	\$75,000	
	Custodial Services	\$15,000	\$15,000	\$30,000	\$30,000	\$30,000	
1220	Educational Services						
	Professional Development	\$10,000	\$11,000	\$12,100	\$13,310	\$13,310	\$10K increasing by 10%
	Seminars and Training	\$7,500	\$8,250	\$9,075	\$9,983	\$9,983	\$7,500 increasing by 10%
	Professional Memberships	\$5,000	\$5,500	\$6,050	\$6,655	\$6,655	\$5000/ yr increasing by 10%
1230	Technical Services						
	Web and Software Development	\$25,000	\$50,000	\$50,000	\$100,000	\$100,000	
	Equipment Maintenance	\$10,000	\$12,000	\$24,000	\$48,000	\$48,000	Maintenance Contract of PC's, copiers and server

1300	OTHER SERVICES	\$150,000	\$218,100	\$289,260	\$330,486	\$330,486	
1310	General Office						
	Cellular Service	\$13,000	\$13,000	\$20,000	\$20,000	\$20,000	
	Internet Service	\$12,000	\$18,000	\$24,000	\$30,000	\$30,000	\$5/mo per student
	Petty Cash	\$6,000	\$6,600	\$7,260	\$7,986	\$7,986	500/mo increasing by 10% each year
	Printing and Duplication	\$4,000	\$8,000	\$8,000	\$8,000	\$8,000	Estimate
	Postage	\$5,000	\$7,500	\$10,000	\$12,500	\$12,500	\$25/child per year
1320	Transportation						
	Bussing / Tokens	\$40,000	\$60,000	\$80,000	\$100,000	\$100,000	\$5/child/week X 40 weeks
	Administrative Travel	\$5,000	\$7,500	\$10,000	\$10,000	\$10,000	Estimate
	Gas / Tolls	\$1,000	\$1,500	\$2,000	\$2,000	\$2,000	Estimate
1330	Food Service (Cyber Pods)						
	Student Lunch	\$64,000	\$96,000	\$128,000	\$160,000	\$160,000	\$8 per student per week X 40 weeks

1500	PROPERTY SERVICES	\$89,320	\$146,898	\$279,114	\$285,224	\$285,224	
1510	Administrative						
	Repairs	\$0	\$0	\$0	\$0	\$0	
	Maintenance	\$0	\$25,000	\$50,000	\$50,000	\$50,000	
	Utilities	\$10,000	\$10,300	\$10,609	\$10,927	\$10,927	3% increase per year
	Custodial	\$3,000	\$3,090	\$3,183	\$3,278	\$3,278	3% increase per year
	Rent / CAM	\$25,000	\$25,750	\$26,523	\$27,318	\$27,318	3% increase per year
	Insurance	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
1520	Cyber Pods						
	Rent	\$36,000	\$60,000	\$150,000	\$150,000	\$150,000	Estimate
	Common Area Maintenance	\$4,320	\$7,200	\$18,000	\$18,000	\$18,000	12% of rent
	Insurance	\$9,800	\$14,358	\$19,600	\$24,500	\$24,500	Estimate of \$49 per child

1600	EQUIPMENT & PROPERTY	\$278,000	\$245,000	\$375,000	\$391,000	\$391,000	
1610	Administrative						
	Furniture	\$24,000	\$0		\$0	\$0	Initial cost with replacement every 4 years at 20% increase
	Computers	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	Leased Rate
	Copiers / Fax Machines	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	Leased Rate
	File Servers	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	Leased Rate
	Audio / Visual Equipment	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	Leased Rate
1620	Cyber Pods						
	Computers	\$36,000	\$54,000	\$72,000	\$90,000	\$90,000	Leased Rate at \$15/student per month
	Furniture	\$12,000	\$18,000	\$24,000	\$30,000	\$30,000	Leased Rate at \$5/student per month
	Audio / Visual Equipment	\$5,000	\$20,000	\$30,000	\$70,000	\$70,000	Leased Rate at \$5,000 per year per site minus previous years
1630	Student Homes						
	Computer	\$80,000	\$40,000	\$120,000	\$80,000	\$80,000	Estimate of \$400 per student minus previous years purchases
	Video Equipment	\$8,000	\$4,000	\$12,000	\$8,000	\$8,000	Estimate of \$40 per student minus previous years purchases
	Printers	\$4,000	\$2,000	\$6,000	\$4,000	\$4,000	Estimate of \$20 per student minus previous years purchases
	Peripherals	\$4,000	\$2,000	\$6,000	\$4,000	\$4,000	Estimate of \$20 per student minus previous years purchases

