September 26, 2002

Ms. Betsy Becker Administrative Assistant Office of Educational Initiatives Department of Education Commonwealth of Pennsylvania 333 Market Street Harrisburg, PA 17126-0333 RECTO

SEP 2 7 2002

OFFICE OF EDUCATIONAL INITIATIVES

Dear Ms. Becker:

The five enclosed documents represent:

- Our Application for a Charter School
- The Appendices to the Application
- An Addendum to the Application to meet Act 88 requirements
- PDE-362
- PDE-2028

Our application has been modified in a few ways to make it consistent with Act 88, change the building in which the school would be located and to take advantage of inputs by various parties.

Please don't hesitate to let me know of any questions. I shall look forward to the hearing whenever it is scheduled.

Thanks again for this opportunity.

Wallace H. Wallace

Sincerely yours,

Wallace H. Wallace, Ph.D.

Application for an

Achievement House Cyber Charter School

Submitted to

Ms. Betsy Becker
Office of Educational Initiatives
Department of Education
Commonwealth of Pennsylvania
333 Market Street
Harrisburg, PA 17126-0333

From

Achievement House Educational Services 1021, West Lancaster Avenue, Suite 208 Bryn Mawr, PA 19010

July 30, 2002

CHARTER SCHOOL APPLICATION June 30, 2002

APPLICATION FACT SHEET

This application fact sheet will be used by the local board for a quick analysis and administrative processing of application received. 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.

Achievement House Charter School Proposed Charter School Name

City/Township: Rosemont, Tov	<u>vnsnip: Radnor,</u>	Delaware Coul	<u>ity intermediat</u>	<u>e Unit</u>
-	<u>S</u>	<u>ame</u>		
School Location:	:		Intermediate Unit San	ne
Proposed Start Date: September	1, 2003	Date of School B	oard Approval: <u>TBA</u>	
Contact Person:				
First: Wallace Mi	ddle: Hallowe	11 .	Last: Wallace	
Street Address: 1021 West Lanc	aster Avenue			
City: Bryn Mawr Sta	te: PA	_	ode: 19010	
Telephone: 610-527-6160	Fax: 610-	<u>-527-4317 E-ma</u>	ail: wwallacl1@ix.netcor	n.com
Founding Coalition:	taff: 19		Projected Student	
Tot	tal Number of T	eachers <u>7</u>	Enrollment Year 1-5:	
Parents X			1 st Year: 200	
Teachers			2 nd Year 250	
Business Partnership	Grade Leve	1:	3 rd Year 300	
Community-Based X	Elementary	_	4 th Year 350	
Organization	Middle _		5 th Year 400	
Museum	Secondary	X		
Higher Education	Other Grad	Other Grade Level:		
Other Founding \overline{X}	Circle Appı	Circle Appropriate Grade		
Group		6789101112		
Does the applicant group presently have access to a facility suitable for a school? Yes X No				
In what type of community will the Charter School be located?				
Urban Suburban X	Rural		Other	

School Focus: Describe in brief terms and on an additional page, the school's mission, educational focus, and other essential characteristics of the proposed charter school.

The mission of the Achievement House Charter School is to provide a comprehensive high school curriculum (and subsequent diploma) to high school students who may be at risk for a variety of reasons. The school will combine:

- A schedule that provides more time on task
- Intensive student/teacher and mentor contact
- Parental involvement
- Advanced technological tools
- The proven, on-line Plato curriculum with supplements
- Instruction in social skills, study skills and resilience.
- Daily monitoring of the student's progress

to provide a very supportive environment.

Unlike other Cyber schools, the students will come to the school's facilities one or more times per week for instruction and personal contact with the staff and other students.

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Note:

Dr. Thomas S. Lubben, educational consultant, helped prepare this document. Any errors and omissions are not his responsibility however.

O. Charter School Start-Grant Application. PDE-362 (Being scanned.)

P. General Fund Budget. PDE-2028. (Being Scanned.)

A. SCHOOL DESIGN

1. Mission Statement

A. In succinct terms, describe the core philosophy or underlying purpose of the proposed school.

The founders believe that there is a segment of the population who seek a school that employs technology to provide enhanced educational opportunities and which provides a more personalized environment with sustained encouragement to excel. It should be especially attractive to those students who for a number of reasons find the traditional school environment difficult.

B. What is your overarching vision of the school?

The mission of the Achievement House Charter School is to provide an outstanding education with constant support for the individual. This environment has become possible through the utilization of technology.

2. Goals and Objectives

A. What are the school's academic goals and objectives for student learning?

The school would provide college preparatory courses of study. Students would proceed at their own pace but be encouraged to do the equivalent of advanced placement work. Since an 80% performance is required to proceed to the next unit of learning, we expect the students to master the material.

B. Describe any non-academic goals and objectives for student performance.

By providing a somewhat longer school day and calendar, it should be possible to have some time dedicated to extra curricular activities that challenge the students. Our plan is to provide a cafeteria of opportunities to the students plus additions generated by their inputs. For example, Internet radio shows are possible, writing for the Internet audience, some games such as chess, and public services such as mentoring other youth, to name just a few. Our goal is to provide a stimulating environment and one, which may also provide a taste of possible occupations to the students.

3. Educational Program:

A. Describe the educational program of the school, providing an overview of curriculum goals, objectives and content in all subject areas.

The school will use the Plato curriculum. This curriculum will be accessible over the Internet The program provides tests on each section of learning and requires an 80% passing level before the student can proceed. We shall also require the student to speak to mentors should he/she have two failures on these tests. Collateral materials are also available such as worksheets.

We would hope to coordinate our curriculum with that of the School District to the degree that it is feasible. For example, we could provide the same Math Books and other texts as the District.

The course materials cover:

- -Reading and Writing
- -Mathematics (through Calculus)
- -Sciences (including Biology, Chemistry and Physics)
- -Social Studies (American, European, and World History plus Geography, Economics, and Political Science)
- -Life Skills to develop their Emotional Quotient
- -Career Skills
- -Foreign Languages (from French to Greek)

We have included samples of these objectives in Appendix A (1) of this report. Please keep in mind that these objectives will be subject to revision upon approval of the charter and in a cooperative review with the Achievement House school officials.

Technology and Computer Literacy:

The students will be provided with a computer, a printer, and Internet access. Although most will probably be quite sophisticated computer users, we plan to have a four-step program to insure that all will be competent in their use of the equipment and software. The steps are as follows:

- Step 1. Assess the student's computer capabilities and organize them into two groups, i.e. the more sophisticated and the less sophisticated.
- Step 2. Review the software such as Word, Internet Explorer, Outlook Express, etc.
- Step 3. Review Groove which will be their vehicle for inter personal communication, bulletin boards, joint project work, assignment messages, and so on.
- Step 4. Although rather easy, demonstrate how to access Plato and work on each subject. Since most of this will be done at the physical school it also provides an opportunity for the students to get to know their teachers and the support staff.

Since strong emphasis has been placed on parental involvement, we shall try to have meetings at different times to advise the parents of the information that will be available to them on their student's computers.

A sample school week schedule is provided in Appendix B.

B. What teaching methods will be used? How will this pedagogy enhance student learning?

- The teacher will be a facilitator of learning.
- Students will be engaged in authentic and multi-disciplinary tasks.
- Assessments will be based on students' performance of real tasks.
- Teachers will seek to identify the learning modality of each student through the understanding of Multiple Intelligence acquired through in-service activities.
- Students will be grouped **heterogeneously** (no tracking will be utilized).
- Students will learn through exploration.

The unique nature of the student population in this school requires the academic curriculum to function around the eight levels of creative thought: fluency, flexibility, originality, elaboration, curiosity, imagination, complexity, and risk taking. Teachers, rather than trying to convey knowledge to students directly, need to facilitate interaction between student' existing knowledge or beliefs and new experiences or ideas they encounter. The resulting diversity of thought, combined with a curriculum based on critical thinking, can yield powerful results.

C. Attach the school calendar and identify hours of the school operation.

Describe length of teacher day and year.

Teachers' day will be 8 hours and school year will be 185 days.

Describe length of student day and year.

The proposed school calendar and school day is as follows:

The school will operate on a school calendar of 185 student days and 10 additional professional development days for teachers and related staff. The school year will begin in early September, take the standard school holidays, and will close in late-June.

The school day will be approximately 7.5 hours per day. The regular school day will begin at 8:00and end at 4:00 with additional time provided as needed.

Proposed 2003-2004 School Calendar

2003	Description		
September 3	Students Report		
November 27, 28	Thanksgiving Break		
December 19	Last Day of School Before Christmas		
2004	Description		
January 5	School Resumes		
January 19	Martin Luther King Day		
February 13-16	Presidents' Weekend		
April 8- 19	Spring Break/ Easter Vacation		
May 31	Memorial Day		
June 18	Last Day of School		

Five days are reserved for snow days. At the discretion of the board of trustees, these days may be cancelled.

D. Describe how your school will accommodate students with special needs.

Describe the school's plan for meeting the needs of special needs students; i.e., bilingual, at-risk, underachieving, gifted, etc.

Our students will probably reflect the general population of special needs students, at-risk students, underachievers, and gifted students.

Achievement House Charter School's program will ensure the necessary supports for at-risk students. The school's rich, integrated use of technology enables us to custom-tailor our school-wide program to our students' unique skills and interests. The integrated high-tech/humanities approach encourages all students to realize their full potential, whether their needs are traditionally categorized as "at-risk," "disabled," "ESL," or "gifted and talented." Achievement House will expose students to the hands-on learning experiences that make a world of difference for those who are "at-risk" of academic failure.

The Charter School curriculum is designed to meet the individual educational needs of all students. Each child will have an individualized personal learning plan, jointly developed by the student, parent(s)/guardian(s), and teacher. The learning plan outlines goals, details learning exercises and charts progress toward immediate and long-term improvement in student performance progress.

When making educational placement decisions, we will ensure that parents are members of the group making these decisions and are subject to the requirements regarding provision of the least restrictive environment. The Charter School will follow all other guidelines issued by the Pennsylvania Department of Education. If a child with an IEP (Individualized Educational Program) at a public school enrolls in our school, we will implement the existing IEP to the

extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with IDEA and Pennsylvania law and regulations.

The Charter School will fully comply with federal laws and regulations governing children with disabilities, particularly the Individuals with Disabilities Education Act (IDEA), as follows:

- 1. The Charter School is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) to require special designed instruction.
- 2. The Charter School will ensure that children who are suspected of having debilities are properly evaluated by a multidisciplinary team, which is acceptable to the PA Department of Education, and that children who have already been identified are reevaluated by the multidisciplinary team at established intervals required by IDEA.
- 3. When a multidisciplinary team determines that a special education student requires specially designed instruction, the Charter School will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.
- 4. The Charter School will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
- 5. The Charter School will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
- 6. The Charter School will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, the charter school where these students are enrolled is solely responsible for providing educational services during that period of exclusion from school.
- 7. The Charter School will fully comply with any and all requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

4. School Accountability:

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

Continuous Strategic Planning is at the core of self-assessment and evaluation. The Achievement House Charter School will host an annual summer retreat involving board of directors, staff, parent and (older) student representatives for the purpose of establishing specific school goals for the year.

The staff will assess annual school goals and school administration in April, subsequently, reviewed by the Executive Director (with staff), in May, and formally presented and reviewed by the board of directors in June.

The following indicators will be among those items used in this annual review:

The education objectives and mission of Achievement House Charter School, as well as by the Pennsylvania System of School Assessment will generate this. The audit practices should begin with the educational program design and then test the success of the school's total program by identifying, collecting, analyzing, reporting, and using pertinent information for each program's future. Results of the audit will determine program refinement, program revision, or program elimination.

Data utilized for the audit and subsequent program decisions will include such information as the following:

- 1. The Pennsylvania System of School Assessment (PSSA) for meeting and achieving Pennsylvania Standards.
- 2. Meeting or exceeding all content standards outlined by the Pennsylvania Foundations for Our Children's Future, as these standards become available.
- 3. Iowa Test of Basic Skills ("ITBS"), or other standardized tests used in the district, in Reading/Language Arts, Mathematics, Science, and Social Studies for insight into our students' preparation for PSSA and for knowledge of our students' achievement, relative to other students in America
- 4. Parent Satisfaction Survey Concerning Classroom Instruction and School Climate (Annually)
- 5. School Leader Evaluation of Staff (Individual and Summary Report to Board of Trustees Annually)
- 6. Student Report Card
- 7. Analysis of the results of Performance Based evaluations.
- 8. The Commonwealth shall have ongoing access to the records and facilities of the school to ensure that the Charter School is in compliance with requirements for testing, civil rights, and student health and safety.
- 9. A formal Middle States Evaluation will be conducted during the 4th year of the charter.
- B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Attached you will find a comprehensive teacher development plan that includes all instruments and rationale for the comprehensive evaluation of staff. (Appendix C)

The school leader will submit Individual and Summary Evaluation Reports of Staff to the Board of Trustees annually. The Board will also hold an annual assessment of the individual Performance Pay Plans for Administrators and Teachers.

Following are job descriptions for the teachers and school leader.

ALL TEACHERS

QUALIFICATIONS: Demonstrated competence in their specific area of assignment. Demonstrated competence in all areas of classroom management. Respected as a life-long learner and as an individual, excellent verbal and written expression, and strong interpersonal skills. The teacher should also have a reasonable degree of expertise in computer technology.

REPORTS TO: School Leader

SUPERVISES: Students, Volunteers, Assigned Support Staff, and Code of Student Conduct

JOB GOAL: To enable each student to make continuous progress at or above state and national standards in all areas.

RESPONSIBILITIES: These are taken from Scriven's "Outline of Duties of the Teacher". A more technical explanation for each indicator may be found in the Professional Development Plan found in Addendum C.

- 1. Knowledge of Subject Matter
 - A. In the fields of special competence
 - B. In across-the-curriculum subjects
- 2. Instructional Skills
 - A. Communication skills
 - B. Management skills
 - i. Management of process
 - ii. Management of progress
 - iii. Management of emergencies
 - C. Course construction and improvement skills
 - i. Course planning
 - ii. Selection and creation of materials
 - iii. Use of available resources (local, media, specialists)
 - iv. Evaluation of course, teaching, materials, curriculum

- 3. Assessment Skills
 - A. Knowledge about student assessment
 - B. Test construction/administration skills
 - C. Grading/ranking/scoring practice
 - i. Process
 - ii. Results
 - D. Reporting student achievement
 - i. Knowledge about reporting achievement
 - ii. Reporting practices (to students, administrators, parents, others)

4. Professionalism

- A. Professional ethics
- B. Professional attitude
- C. Professional development
- D. Service to the profession
 - i. Knowledge about the profession
 - ii. Helping beginners and peers
 - iii. Work for professional organizations
 - iv. Research on teaching
- E. Knowledge of duties
- F. Knowledge of the school and its context
- 5. Other Services to the School

SCHOOL LEADER

QUALIFICATIONS: Advanced course-work, minimum three years outstanding experience in an education leadership position, superior written and oral communications skills, well respected as an education and community leader, exemplary human relations skills, and experience with atrisk students.

SUPERVISES: All school staff and students

JOB GOAL: To provide school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

PERFORMANCE RESPONSIBILITIES:

- 1. Provides instructional leadership and excellent student achievement results through focus on the four basic element of curriculum, instruction, performance, and evaluation
- 2. Shares responsibility for development and implementation of the school's strategic plan

- 3. Communicates Board Actions to staff, students, and parents
- 4. Develops policy recommendations for the Board's consideration and action
- 5. Files required reports with local, state and federal education agencies, Board of Trustees
- 6. Maintains administrative records according to the Pennsylvania Public School Code
- 7. Implements school budget, analyzes and controls expenditures with an understanding of the relationship between the instructional program and the budget process, and relies on cost benefit analyses for budgetary decisions
- 8. Prepares schedules, assigns staff, sets job performance standards, and evaluates staff
- 9. Generates public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program
- 10. Develops a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning
- 11. Represents the Charter School at local, state, and national events
- 12. Develops effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement
- 13. Uses technology effectively for administrative, instructional, and communications functions
- 14. Schedules the use of time to protect academic subject blocks from disruptions to ensure effective and efficient use of time
- 15. Knows school law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the Board members in times of uncertainty
- 16. Carries out marketing plans to attract students to the Charter School
- 17. Participates in local and state Principals' associations
- 18. Serves as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose
- 19. Provides ethical leadership within the intellectual, cultural, economic, political, and governmental context in which the school operates

Of the teachers employed by Achievement House Charter School, a **minimum** of 75% will be certified. Non-certified teachers will be required to obtain certification within 24 months of employment.

Mentors

Teacher's aides (also referred to as Mentors) will preferably hold a College Degree and as a minimum, will have an Associate degree. The Mentors play a significant role in the school. Each Mentor is assigned about 25 students as his responsibility to examine their record of progress on a daily basis to detect any and all problems or lack of progress. The software associated with Plato tracks the efforts of the students in detail such as: time on task, number of units of each type finished and unfinished, and cumulative progress.

With this information, any slackers will be messaged and if not improved, parents will be notified. Any student having a problem in a course of study, or just not working on the course

may need some extra help. The Mentor will either help the student himself or if unable, will seek out another Mentor and see that help is scheduled, provided and monitor the result.

The students come to the school one day a week and will be meeting with their mentor either in a one on one session or in a group session to thrash out problems and provide student motivation and counseling.

Finally, periodically, the Mentors will try to meet with or talk to the parents of the their students. This would be to provide and update on the student's progress and any problems that have been encountered.

Auxiliary Personnel

The school secretary will be non-certified.

Non-certified teachers will be required to obtain certification within 24 months of employment.

C. How do you plan to hold your school accountable to the parents of the children attending your school?

A parent advisory committee will be formed upon initial identification of the student body. This group will meet quarterly with either the school leader or the executive director. Representatives of this group will be asked to partake in the annual planning retreat. An annual school assessment will also be conducted to solicit additional, specific requests and concerns of parents.

As mentioned above, the Mentors will be assigned the responsibility of discussing their student's situation and can also gather any inputs or concerns of the parents.

The parents will also have a chat group that will be monitored. Any problems mentioned there can also be attended to.

If desired, the school will also e-mail all notices, news, events, etc about the school to all the parents.

Finally, the Board of Directors will have a parental delegate without voting power but with the ability to bring any suggestions to the attention of the board.

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

Plan for regular review of school budgets and financial records:

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.

E. Describe your system for maintaining school records and disseminating information required under the law.

Administrative and clerical staff on school property will maintain all records. All information required to be disseminated to the general public will be as required by law.

These records will be maintained in a confidential manner. They would include: Student Health Records IEPs
Students Records from other Schools
Disciplinary actions
Current Grades, Observations and Performance of the Current Students.

Student Evaluation:

- A. Describe plans to evaluate student performance.
- B. How will student development towards the school's overall learning goals and objectives be measured?
- C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Student Evaluation

As mentioned above, the Plato system provides a continuous and cumulative record of the student's academic performance, including time on task, units attempted, whether passed or failed, which courses were worked on and the degree of accomplishment, etc. This is available on a daily basis and the Mentors would be assigned to review it.

In addition to the End of Grade tests called for in the PSSA, the Charter School will carry out its own multiple assessment program characterized by the following:

- Pre- and post-tests (ITBS) or other standardized tests used in the district.
- Criterion reference tests in Reading/Language Arts, Mathematics, Science, and Social Studies

These tests will be used to evaluate the effectiveness of the school's educational program in helping the students achieve desired outcomes, and in measuring student performance relative to national norms

The academic program is designed to facilitate numerous learning strategies. Thus, the methods of student assessment will be varied in order to align with instructional approaches and individual learning activities in a given area. However, equal emphasis will be placed on mastery of "the basics" and on authentic assessment.

Plato makes available the FASTRACK Assessment System. This system would be used for the initial assessment at the beginning of the year and the end of year assessment to measure progress. The initial assessment would also be used to develop the IEP or assignment to the appropriate modules in the Plato system.

"The Fastrack system gives learners access to comprehensive learning paths for Math, Reading and Language Arts. These learning paths contain assessments that allow learners to target the skills they need to develop. The test remediates to a 2nd grade level and progresses up to a 12th grade level.

"Fastrack uses an adaptive testing strategy to minimize the amount of time spent in the tests. Learners begin on a level that either they select or the teacher tells them to. Plato uses a letter convention to represent the grade levels to minimize the perception of a stigma due to starting on a low level. A learner must master 75% of the questions from a specific module to be exempt from that module and they must master 80% of the modules on a level to be exempted from that level. The assessment continues until a level is not mastered.

"As soon as the learner is unable to master 80% of the modules on a level, mastery is not possible and Plato will drop the testing back two levels and allow the learner to proceed from there. For example, a learner will start on Level E (6^{th} grade and progress up to Level H (9^{th}) grade and not be able to complete the whole level. The assessment test will drop back to Level F (7^{th} grade). The student will continue to work in the spiraling assessment until a comfortable starting has been determined by the system.

"Once the assessment is complete, the student will automatically be placed into a curriculum that is appropriate for that learner's ability. The student may find that her/she is on Level F for Math, but because of the diagnostic nature of the assessment, he/she will already have been exempted from some modules on that particular level.

"The Fastrack reports that are generated by the management system detail a learner's performance within the Fastrack system. The report will show initial grade level, shown numerically, current grade level, grade level increase and time on task."

Each child will have an Individualized Student Learning Plan, jointly developed by the student, parent(s), and teacher, and the Fastrack system discussed previously. The learning plan outlines goals, details learning exercises and charts progress toward immediate and long-term improvement in student performance. This plan is created and maintained on-line, serving as a real-time report card and permitting highly reliable monitoring of student performance. The plan also affords easy retrieval of attendance, test and progress data.

We will conduct on-going student assessments to collect qualitative and quantitative data to benchmark school performance against national and international standards.

Portfolio and Performance-Based Assessment

Portfolios: The Achievement House Charter School will rely heavily on student portfolios. These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These portfolios will include a variety of student work samples, along with observations and evaluations of student learning and performance by the student, peers, school staff and parents.

Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. The possibilities are endless. The model serves as an invitation to teachers and students alike to identify and actualize the possibilities best suited to their unique talents and collaborative efforts.

Documentary assessments: these assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction.

These methods of assessment are connected to students' lives and learning experiences and represents the real-world challenges they will face. In addition to authentic assessment strategies, more traditional teacher-developed tests will also be used.

We believe that genuine self-esteem derives from a challenging job well done. To that end, students can be promoted from one grade to the next only on the basis of mastery and application of knowledge and skills designated for a grade level.

The Achievement House Charter School believes in multi-faceted assessment of students' work. Assessment will include the State assessment program, including standardized tests, criterion reference tests for the educational materials used, as well as portfolios and performances to provide authentic assessment of student work. The school expects to demonstrate improved student achievement on all measures and will report these to the public.

After-school programs will be provided to students who need additional instructional assistance to keep pace with their peers. Properly trained teachers and/or instructional aides will supervise these tutorial sessions

5. School Community:

A. Describe the relationship of your school to the surrounding community, and vice versa.

Achievement House Charter School is an initiative stemming from the interest of parents and interested community members to find, and in this case invent, a "public" school that provided their children and other children in the area with a world-class education. Several of the founding parents have enrolled their children in both private, parochial, and or public schools without the satisfaction required to ensure confidence that their children were being prepared academically or behaviorally for the future.

The Board members of Achievement House Charter School are deeply involved in the work of numerous community groups in the area, which will contribute in the school's planning and development process. These groups include (but are not limited to) organizations such as churches, schools and colleges, minority philanthropic foundations, adult literacy, diabetes support groups, etc.

Achievement House Charter School will establish additional partnerships with communities, school districts and local businesses, enlisting their insight and commitment to providing a world-class education for all children. The Charter School will obtain financial support and direction from business for its educational programs and will seek partnerships with the local business community to attract volunteers. The school faculty and staff will be encouraged to participate in community activities.

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

Achievement House Charter School will create a strong sense of community between parents and their children as well as with the School Leader, teachers and support staff. We will offer periodic Parent Seminars, open to the community at large in order to fulfill our mission to promote excellence in public education for all children.

By definition a Charter School is founded by parents and community members, and involves parents and community members are shared decision making. Community groups will be instrumental in providing guidance to customize the Charter School's program to the interests and needs of the community, in order to serve its students most meaningfully and effectively.

The community will enjoy a significantly positive impact in many additional ways: For example, some of the students for whom the school may appeal might be considered by some to be "at risk" or "troublemakers". By attending the Achievement House Charter School the existing schools will not have them disrupting their classes.

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

The Parent Advisory Group noted in the first section will be the primary vehicle for review and appeals. Parents will be directed to first consult with their child's teacher if they have a concern

or complaint. If the problem is not resolved at this level, they will consult with the school leader. If the conflict persists, they will contact the Parent Advisory Committee, and if not resolved to the parents' satisfaction, their complaint will be presented to the Board of Trustees. The Board will act in accordance with local and State Law, and in accordance with the Bylaws of the Board.

As mentioned previously, there will be a chat room for the parents, visits by Mentors to their homes or in telephone conversations, and a parent representative on the school board.

6. Extra-curricular activities (athletics, publications and organizations)

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

Describe the charter school extra-curricular activities.

Upon acceptance of its Charter School application, Achievement House Charter School will work actively with the local school district to enable its students to participate in extracurricular activities offered within the district.

The Achievement House Charter School will offer a range of age and grade appropriate activity for their students.

Opportunities will be offered in the early evening for parents and students, to cooperatively learn and share in their new endeavors. Such opportunities may include, but not be limited to, a parent-student art class and parent-student Internet club. Cooperation between parents and students in the same academic or artistic approach would be further evidence that we are, as an institution, perpetuating the idea of a family of learners.

There are a host of potential extra-curricular activities that our students could engage in despite the fact that they are somewhat geographically separated and not physically interacting frequently.

We plan to offer some suggestions to students and also solicit their inputs. Some of the suggestions are:

-Radio drama club -Electronic Photography Club -Yearbook -School e-newspaper -Synthetic Baseball/Football Leagues -Computer Club -Computer Game Club -Chess Club -Foreign e-mail Exchange -Music Exchange -Student Council

We would assign an advisor to monitor the clubs. However, the day to day operation of the club might be led by a teacher, a parent, a volunteer, and possibly by a student (who may have far more expertise than anyone else).

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

The Executive Director and School Leader will work in concert with sending school districts to coordinate any participation. It is expected that most charter school students will wish to remain at their school for such activities. State law, however, guarantees that these students can participate in activities at their initial district of residence. The board of trustees agrees to negotiate expense agreements with those initial districts of residence in the event that students choose to return for activities offered at those initial schools.

II. <u>NEEDS ASSESSMENT</u>

1. Statement of Need:

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

Some of the founders have been associated with a tutoring school in the area. As such, we have encountered numerous students who did not fit with the existing school systems, both private and public. The needs varied from situation to situation.

For some, there was a need for flexibility. For example, there was an aspiring actress who had to go to tryouts in New York or to participate in some production more than once a week If she could study in the morning and at night and record the class discussions on the afternoons she had to be away she would be able to learn and fulfill her ambition at the same time.

For others, there was a discipline problem. Some were disruptive in class, others had violated school discipline. For example, one student had hacked into the teachers' e-mails. He was tossed out of his school for good and had nowhere to go.

Still others we encountered were too advanced to be accommodated by the traditional school system. When trying to take advanced courses which required skipping a grade they were told that skipping was not a policy at the school.

Of course, the reverse is also encountered where the student because of ADD or whatever finds the work challenging and slowly slips behind the class unless extra support is provided.

For others, there had been communication problems with the school officials. They claimed that they had been told one thing but when it came time to follow through, they were told something else and that the school could not accommodate their needs. (We are not saying that the parents were

without error or that the school system was incorrect, only that there were severe misunderstandings and who knows what the correct findings of truth would be).

Again, there is the student who finds school difficult to face. We don't know why. Some may say the student is disturbed, perhaps the students has been bullied and finds the school adversive, and so on. But the bottom line is that there is severe absenteeism. A school that reduces the requirements for ones physical presence might serve these souls.

Is this school suitable for everyone? No, probably the vast majority of students would not find it suitable. However, there is a small segment for which it might be the perfect place.

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

We expect that the model will fit many idiosyncratic situations. However, we have mentioned 6 different situations in the paragraphs above. Perhaps it would be most useful to show concretely how the model would be appropriate for these situations than to write generalities. However, the examples are legion.

Flexibility: Since the school is available to the student on a 24/7 basis, the student can learn and do homework in the times, which are available rather than constrained to be in a class from 7:30 to 3:30.

While we require attendance at classes, it will be possible to miss some and yet still adequately participate. For example, the student will know in advance what the discussion topic will be. He/She can send asynchronous messages to the teacher outlining his/her positions on the topic. Then by recording the messages and conversations, she can contribute his/her summarizing thoughts to the group just as the other students do. It seems that little would be lost by requiring this type of pre and post participation.

Discipline: Since there is limited face-to-face interaction with other classmates, there should be less disciplinary problem with students. Electronically, should a student attempt to disrupt a class, they can be cut off. Furthermore, much of the meeting time at the school will be one on or close to a therapeutic session, we have designed to accept the student as he is.

Too Advanced: Students do work at their own pace although each will be pushed to more than achieve a years worth of work. Those who are advanced can go as fast as they wish and get way ahead of their colleagues. We would expect that on-line college level course or AP courses would be made available to them from sources other than Plato. For example, the Florida Charter School makes such courses available.

Challenged: These students have several advantages. First of all, they can go at their own pace. To keep up they may have to spend more time on the material but the material is available on a 24/7 basis. Second, their assigned mentor monitors their progress. He/she will be able to diagnose if the student is keeping up and if he is having trouble with any particular section of the work. Third, since there is an pre test which will be used to assign the initial level; of work, he/she will not be put at a disadvantage by being place in a class which may be chronologically appropriate but not academically In addition, we are using a building block approach. Since a criterion of 80% correct is used, he/she cannot advance until the material is learned. Finally, the mentors are available on a 14-hour basis, i.e. from 8:15 AM to 10:15 PM. If they feel in the need of help, it is available.

Communication Problems: We expect to have our share of communication problems and we doubt that anything we do will eliminate them. We shall make mistakes and the parents and students may misunderstand something. However, because the school is small and a number of procedures have been built in to increase the school parent contact, we hope some of the misunderstandings can be minimized. These were discussed in section I 5 B and C above.

Difficult Socially and Otherwise to Attend School: Since attendance at school is only required occasionally each week, and then the student will usually be in the presence of a Mentor; whatever social problems exist may be minimized.

2. School Demographics

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

Grade and age levels served by the school

	1st year	2nd year	3rd year	4th year	5th year
9	100	50	75	100	125
10	75	100	50	100	100
11	25	75	100	75	100
12	X	25	75	75	75
Total	200	250	300	350	400

Class size will not exceed 25 students.

B. Describe the community or region where the school will be located.

The school will be located in Rosemont, Pennsylvania in the Radnor School District in Delaware County. The general area has relatively high-income families. For example, Lower Merion, an adjacent community, had the median household income in 1990 of \$63,197. Again, its housing also reflects this level of income with the average residential home price in 1997 of \$314,511, which is about double that of the nation.

It is saturated with private schools and institutions of higher knowledge, e.g. Villanova University, Bryn Mawr College, Haverford College, Eastern College, Cabrini College, Rosemont College, and so on.

The school district is among the top school districts in the state academically and in terms of the facilities and courses made available to its students. In the coming school year of 2002-2003 the Radnor School District has a projected population of 3,297 and a budget of \$51,236,237 or \$15,540 per student. The Lower Merion School District has a projected school population of 6,510 and the budget is \$118,424,160 which means spending on average about \$18,200 per student.

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

The location is quite central to the school districts from which we expect to obtain students. Those school districts are:

- Lower Merion - Radnor - Tredyffrin-Eastown and - Haverford.

The building is handicapped accessible, has sprinklers, male and female bathrooms, and a certificate of occupancy. Although we don't expect more than 40 students at a given time, there is adequate parking and transportation available. The real estate leasing arrangement is in Appendix L.

There is another site available and on which we have an option. It is in Lower Merion Township about 4 minutes away.

D. Describe any unique demographic characteristics of the student population to be served, including racial and ethnic composition or primary languages spoken.

The 2000 census for Montgomery County, Pennsylvania is typical of the population that we will draw at our charter school. 7.5% of the county population is Black, 4% Asian, and 2% Hispanic. The poverty rate is 4.8% (compared to 10.9% for the State) and the Children below poverty rate are 7.1% (compared to 16.6% for the state). Given the nature of our at-risk population, we believe that our population will exceed the county in all minority classifications.

3. District Relations/Evidence of Support:

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

The founders met with the Superintendents of the Area School District prior to the formal presentation of the charter. The founding group continues to meet with several area civic groups. As a result, an advisory council of area residents is being created to assist in the school development plan.

The founders will send a letter of intent to surrounding school districts to make them aware of the program after the formal presentation to the Commonwealth. The following is a sample of the document that will be shared with those districts:

Dear Superintendent and Board of Trustees;

Our founding group is in the process of establishing the Achievement House Charter School in Rosemont. We project an opening in September of 2003 commensurate with the guidelines provided in CHARTER SCHOOL ACT 22 of 1997. Students from your district will be eligible for attendance.

We will be holding a number of informational meetings over the next year to explain our unique and exciting school program. These meetings will be posted and advertised throughout the area.

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

Additional evidence of sustainable community support will be presented at the School Board's public hearing.

III. <u>DESCRIPTION OF FOUNDING/MANAGEMENT TEAM</u>

1. Profile of Founding Coalition:

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

The coalition that has formed the Achievement House Charter School consists of a small group of dedicated career educators and community service people. They are incorporated as a 501-c-3 organization in 1997 under the title Achievement House Educational Services.

Original Founders included:

- Dr. Wallace H. Wallace
- Mrs. Cheryl A. VanBuskirk
- Dr. John Kruidenier
- Mr. M. Donald Wright
- Mrs. Adele Robbins
- Mrs. Gwen Polk

Their resumes are in Appendix E.

Dr. Wallace would be glad to provide additional information about each of the Founders and serve as a reference for them. Dr. Thomas S. Lubben will provide a reference for Dr. Wallace. (610-863-2971

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

The founders had formed Achievement House Educational Services to provide a vehicle to provide services to under achieving and disadvantaged students. Several of the group collaborated on projects, one of which was to provide mentors to four Title 1 schools in Philadelphia. This project was in collaboration with Rosemont College.

However, as of now, there are no current arrangements with existing schools, educational programs, businesses, and non-profits or any other entities or groups with the two exceptions that we have previously mentioned. One is the tentative agreement to contract for space with a real estate firm and the second is the tentative agreement to use Plato to provide the educational curriculum.

C. Include any plans for further recruitment of founders or organizers of the school.

The founding group continues to seek additional board members and organizers. Several spots on the board of trustees have been purposely left vacant to allow for people who become interested as our project moves closer to fruition. The organization is developing a brochure and is investigating a web site to enhance further recruitment.

D. Provide information on the manner in which community groups are involved in the charter school planning process.

As of this moment no established community groups are involved in the charter school planning process.

2. Governance

A. Describe the proposed management organization of the school.

The board of directors shall meet every other month to conduct business of the organization. The executive council, comprised of the President, Vice-President, Treasurer, Secretary, Executive Director, and School Leader will meet every other month to conduct business and arrange agendas for subsequent board of director meetings.

The Executive director will provide leadership for the board and interface with primary community and state agencies. The School Leader will provide day-to-day leadership for the school, staff, students, and parents.

B. How will the board of trustees be selected?

The Board of Trustees will be selected by the founder(s) and will consist of parents and community members. Members will be selected based on their available time and ability to assist the school to carry out its stated goals and mission.

Necessary qualifications of Trustees:

- Bona fide resident of the State of Pennsylvania
- Interest and experience in public education
- Commitment to mission and beliefs stated in the Charter

The following are the desired qualities of the Board members:

1. Record of past contribution to the community.

- 2. Commitment to quality education for all children.
- 3. Ability to assist the charter school to establish collaboration with business, education and civic organizations in the community.
- 4. Competencies in different areas essential to successful operation of a public charter school, in accordance with this charter application (e.g. educational, managerial, real estate, legal, financial).

The founding member and the Board of Trustees will share a common sense of purpose and agree to adhere to the specifications set forth in the Charter School Application.

Proposed method of appointment or election:

Around the time of making the proposal to the Commonwealth public notice will be given of the Achievement House Charter School application and of the availability of vacancies on the Board. Interested individuals will be given an opportunity to apply for appointment to the Board. The Board will review applicants for each vacancy and recommend a candidate for each vacancy that exists on the Board after the initial Board has been appointed Members of the Board along with Founders may make recommendations of individuals to approach and consider.

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

The initial founding coalition will comprise the nucleus of the initial Board so that what is envisioned will be maintained. In addition the members of the Board will have commitments of one, two or three years. That way the biggest possible change would be one third of the Board might decide to retire. This rotating election process will ensure continuity. This will guarantee a minimum of 2/3rds of the board with previous commitment to and involvement with the school.

In addition, the summer planning retreat will be a regular part of the important task of revising the district mission and shaping annual goals and activities to meet our vision.

D. Describe the roles and responsibilities of the board.

The Board shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law. The Board of Trustees shall have all powers and authority necessary for the management of the business, property and affairs of the Charter School, to do such lawful acts and things, as it deems proper and appropriate to promote the objectives and purposes of the Charter School. The essential function of the Board shall be policymaking, the assurance of sound management and active participation in the provisions of necessary funds. The Board has ultimate responsibility to determine general, academic, financial personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. An affirmative vote of a majority of the members of the Trustees of Achievement House Charter School, duly recorded, showing how each member voted, shall be used in order to take action on subjects. These include such items as School Calendar, 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, Adopting courses of study, Entering into contracts of any kind where the amount involved exceeds \$500, Fixing salaries or compensation of administrators, teachers, or other employees of the Charter School, etc.

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

The School Leader will also assume some teaching duties during the first year of operation. After all, the term "principal" derives from the early concept of the "principal teacher". This will be a major step in creating this productive relationship. In addition, we will select a school leader based on management skills conducive to strong climate. Both the executive director and school leader will be evaluated (in part) on the basis of their ability to maintain and foster such relationships.

In addition, the school will establish a "faculty advisory committee". This committee will meet regularly with the school leader to address school progress, plans, and concerns.

Appendix G shows the typical teacher and Mentor weekly schedule. The significant feature for this discussion is the number of hours that are reserved for team planning. It is our expectation that the lead teacher and even the Executive Director will often be a part of these meetings.

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

Parents will take an active role in decision-making with regard to the education of their individual children through contracts to be designed by teacher, parent(s) and student. Parents will also contribute to policy-making decisions through the input derived from an annual Parent Satisfaction Survey Concerning Classroom Instruction and School Climate.

As mentioned previously, a parent will act as an advisor to the Board and his/her inputs on all decisions would be welcomed. In addition, the parent chat room will be monitored for suggestions and inputs to the administration.

Parents will be informed of student's progress through all of the following:

- Student report cards (4 times per year)
- Parent Conferences (4 times per year)
- Student performances (once a month)
- Parent Satisfaction Survey Concerning Classroom Instruction and School Climate (annually)
- Authentic assessments using portfolios—print and videotape

G. Submit copies of the school's by-laws, contracts and other documents required by pending charter school legislation or applicable law.

See attached as Appendix D.

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

See attached as Appendix E.

IV. FINANCE AND FACILITY

1. Financing:

A. Develop a preliminary startup and operating budget. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

Required financial procedures:

The Treasurer of the Charter School shall deposit the funds belonging to the Charter School in a depository approved by the Board. That person shall, at the end of each month, make a report to the Charter Board trustees of the amount of funds received and disbursed by him or her during the month. All deposits of Charter School funds by the Charter Treasurer shall be made in the name of Achievement House Charter School.

The Board of Trustees of a Charter School shall invest Charter School funds consistent with sound business practice. Authorized types of investments for Charter Schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentality's
- Deposits in savings accounts or time deposits or share account of institutions insured by Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

 -Obligations of the United States of America or any of its agencies or instrumentality's backed by the full faith and credit of the united States of America, The Commonwealth of Pennsylvania or any of its agencies or instrumentality's backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of

any of its agencies or instrumentality's backed by the full faith and credit of the political subdivision.

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

Note: All investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

A preliminary startup and operating budget is attached (See Appendix F.)

Credentials for administrator handing budgeting, accounting and financial procedures.

Purchasing procedures 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 Charter School Leader shall establish a revolving checking account from which he/she 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. Such a checking account will be established with the signatures of the School Leader and the Bookkeeper. The school leader'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. The Bookkeeper is authorized to reimburse the account at appropriate times to reestablish the \$2,500 limit out of the general account of the Charter School with receipts documenting each expenditure.

Expenditures in excess of \$500 and up to \$10,000 will only be permitted when sufficient funds remain in the budget and only with three bids made. Such expenditures are authorized by the Board of Trustees, but 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 of Trustees at each monthly meeting for ratification.

Expenditures in excess of \$10,000 will require prior approval of the Board of Trustees and a minimum of three bids to ensure competition and advertising where appropriate. The Board of Trustees will develop additional procedures as the need arises.

The Charter School Treasurer shall settle his accounts annually with the Board of School Trustees for each school year.

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

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

Contact has been made with the Walton Foundation for additional start up funds. The organization is seeking charter-school start up loans from an organization in the Philadelphia region. This will be in place upon awarding of a charter.

C. Using the attached Pennsylvania Department of Education budget template, draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.

This is attached with the fiscal reports in Appendix F

2. Facility:

A. Descriptions of and addresses for the physical facilities under consideration.

The proposed site is to be located at Rosemont Business Campus, 919 Conestoga Road, Rosemont, PA 19010. Depending upon the configuration used, there can be between about 3000 square feet and 5000 square feet or more. The final configuration will be adjusted for the size of the student body.

The Achievement House Charter School lease will (minimally) run concurrent with the terms of the Charter.

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

The facility is air-conditioned, heated, and illuminated with fluorescent lights. There are male and female bathroom units and Philadelphia Suburban Water Company provides the water. The facility has a certificate of occupancy, sprinklers, and handicapped accessibility.

Should there be a need for further improvements to be in compliance with applicable building and safety codes thee Achievement House Charter School will assure that all necessary improvements are completed before August 2003.

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

The school plans to rent a facility and will secure maintenance services within the lease structure.

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

None planned at this time.

E. Describe facility-financing plans.

The Board of Trustees has offered a contingency agreement with the owner to lease the facility upon approval of the charter.

3. Liability and Insurance:

A. Describe your school's insurance coverage plans, including hearth, general liability, property, and Director's and Officer's liability coverage.

The Achievement House Charter School has secured the services of the following company to handle and manage all subsequent insurance needs:

The Main Line Insurance Office, Inc to handle and manage all subsequent insurance needs:

Achievement House Charter School will obtain the following insurance:

(a)	Comprehensive General Liability	\$2,000,000			
(b)	Officers and Trustees/ Errors and Omissions	\$ 500,000			
(c)	Property Insurance	As required by landlord			
(d)	Motor Vehicle Liability	\$1,000,000			
(e)	Bonding				
	Minimum amounts: \$25,000				
	Maximum amounts \$100,000				
(f)	Other	\$ 500,000			
	Equipment				
(g)	Worker's Compensation	as required by State law			

4. Child Accounting:

A. Describe your school enrollment and attendance procedures.

Achievement House Charter School will comply with the state child accounting procedures, as outlined in 24 PS 13-1332. The administrator and office secretary will handle all related

enrollment and attendance procedures. One of the IU's in the state provides financial services (on-line) to charter schools. We may decide to purchase their services.

However, the Plato management system provides a ready identification of who has been working. It will indicate who has not been logged on to the system but one would still need to check that the student wasn't attending the physical facilities.

V. IMPLEMENTATION AND ADMINISTRATION

1. Recruiting and Marketing Plan:

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

January-March, 2003:

Public relations will be a strong part of the marketing program of Achievement House Charter School. We will draft press releases based on the highlights of the Charter School's high tech-humanities approach, innovative curriculum, and parent-community involvement and distribute them to the media. We will place advertisements in local radio, cable television, and newspapers. We will put out flyers in local supermarkets, libraries and other public places. The website will also be used to promote the school.

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

Achievement House Charter School will hold enrollment information meetings and open houses for prospective students, parents and community supporters. Meetings will be held throughout the School District in order to attract a cross-section of students. Meetings will be held in local community centers, public auditoriums, hotel conference rooms, etc.

The Charter School will develop marketing materials that speak to parents' inquiries as to why they should enroll their child in Achievement House Charter School.

2. Admissions Policy:

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

Achievement House Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of

Pennsylvania for admission to a public school is qualified for admission to the Charter School. If more students submit applications by April 30, 2000 than can be accommodated by the school's capacity—class, grade, or building, a lottery will be held to enroll students. After the first year, returning students would be given priority.

After April 30th, the date the application is received would determine the student's priority. When there are ties the lottery system as described below will be utilized.

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

Since our application is to the Commonwealth, we assume that the school must admit students from all school districts. Since there is an attendance requirement, we expect to get applications from only nearby students.

In instances where a lottery is utilized for admission purposes, lottery practices will include the following:

- When a parent draws the name of one child, the remaining children from that family will also be admitted.
- A waiting list will be maintained until April 30th and then the applicants would be drawn randomly.
- Parents of suspended and expelled students would need to file an application for admission, as all other parents of potential students would need to do. Suspended or expelled students whose behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulation.

Recruitment Period: February 1 through April 30

Enrollment Period: 15 days after notification of acceptance

Lottery (if necessary): May 1, 2003

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

This open enrollment policy will ensure excellence in public education for all children whose families express an interest in our program. There will be no discrimination of any kind in the enrollment process. We believe that the school's curriculum and technology will appeal to students from a cross-section of the community's school-age population, including racial and academic factors. Cross-section is defined as the standard cross-section of school-age population currently enrolled in public schools.

Achievement House Charter School's curriculum and model are designed to appeal to students of all races, genders, needs, ability levels, and socio-economic status. It is expected, therefore, that the demographic characteristics of the student population will be consistent with that of the community.

3. Human Resource Information:

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

Administration:

The Achievement House Charter School will begin recruiting quality teachers and administrators upon charter approval. The School Leader will be appointed to begin by June of the year in which the charter is scheduled to open. The Executive Director will conduct initial screening of applications with consultant assistance. Approximately 5 candidates will meet with curriculum committee representatives representing board members and curriculum advisors. The Executive Director will propose a final candidate to the board of directors after having reviewed all available data, interviews, and references.

TEACHERS AND RELATED STAFF:

Additional teacher and staff appointments will begin with a preliminary process in March preceding the opening of the charter school. The new school leader and Executive Director will jointly chair this process. After advertising and paper screening, curriculum committee representatives (as noted above) will have an opportunity to be present at the interview for all final candidates. Final candidates will be recommended to the board of directors with a joint recommendation from the school leader and executive director. All appointments are for one-year terms of office.

The Charter School will seek well-qualified, experienced individuals with a strong sense of purpose and a willingness to challenge themselves as life-long learners, as they would challenge their students. The charter schoolteachers will embrace technology as a powerful teaching tool, and through training and course preparations, they will readily master the breadth of background knowledge required by the arts enriched curriculum. The Charter School will recruit teachers who challenge themselves along with their students and whose passion for learning is irresistibly contagious.

Administrators will articulate clearly their expectations of teacher performance at the time of hiring. Extensive pre-service and in-service training, combined with timely and consistent teacher performance evaluations will ensure that teachers and administrators enjoy a productive and communicative relationship.

GENERAL QUALIFICATIONS FOR STAFF IN UNCERTIFIED POSITIONS:

Extensive efforts will be made to find and secure certificated people for all positions. Unique background and ability in the technology area, however, may preclude the possibility of initial certification. In addition to certification requirements, ALL CANDIDATES will have to meet the following standards.

- 1. Meet the qualifications in sections 1109 and 1209 of the public school code.
- 2. Demonstrate through written and oral interviews, excellent use of basic skills, general knowledge, professional knowledge, and knowledge and practice related to the subject matter in which an individual will teach or work.
- 3. Teachers must have professional, academic or equivalent experience in the respective area for which they have been selected to teach.
- 4. Have proven referenced experience in working with students of this age group either in a formal school or recreational setting, in the area for which they have been selected to teach.
- 5. All candidates must demonstrate a willingness to work toward formal certification in appropriate areas.

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

Targeted teacher/ student ratio will be 25:1. Targeted staff size will reflect or exceed that number as enrollment determines.

Based on enrollment projections combined with a class size not to exceed 25 students, we anticipate the following staff size:

TOTAL	School Leader	Classroom Teacher	s Teach. A	ides	Other Prof.	Staff
Year 1: 200	1	8	4	4	4	21
Year 2: 275	1	11	5	11	4.5	32.5
Year 3: 350 Year 4: 425	1 1	14 17	6 9	14 17	5 5	40 49

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

A comprehensive plan for professional development is outlined in Appendix B. Our program will focus directly on school, staff and student need. Qualitative and not quantitative programs will be our focus. In addition (see budget) adequate funds have been provided to provide for conference, travel expenses, and to bring consultants on-site for focused staff development activities. This fund increases to reflect increased staffing.

The school will maintain a close relationship with membership in the Pennsylvania Association for Supervision and Curriculum Development and its national "parent organization": ASCD to further facilitate ongoing professional growth for employees. In addition, dues for related professional organizations will be permitted on a limited, institutional basis.

Teacher in-service education

In-service education in the Charter School will be tailored to the population of students, the school curriculum, and the specific needs of teachers. The Charter School training will also be on going and connected. This contrasts to the more general approaches to in-service education prevalent in school districts, which arises from less focused missions, goals, and objectives.

A recent Rand study reveals that new teaching strategies can require as extensive a period as 50 hours of instruction, practice, and coaching before teachers become comfortable with them.

The use of technology in the Charter School will require teacher training. The Charter School is committed to providing the depth of pre-service and in-service training necessary to ensure exemplary teaching practices.

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, sick and other leaves and benefits.

We have attached several policies specific to this item. In addition, the Achievement House Charter School will utilize the manual on "Policy Guidelines for Pennsylvania Schools" published by the Pennsylvania School Boards Association to identify additional policies as needed in the development of the school.

- (1) The board of directors will establish all salaries. The tentative salary guide is reflected in the attached budget materials and is subject to change based on funding availability. It reflects the purpose of the board of directors to develop a fair incremental system for long-term and talented employees.
- (2) The attached (See Appendix H) employee contract will be used for all staff members. All contracts will be for one year. Exceptions may only be made in the case of the Executive Director and the School Leader at the discretion of the board of directors.

- (3) Our hiring and dismissal policies are attached (Appendix I).
- (4) Sick leave and vacation practice shall be as follows:
 - (a.) Each employee will be credited with 1 sick day per month of employment at the beginning of the fiscal year up to a maximum of 10 days per year.
 - (b.) Each employee will have access to 3 personal days, requested in advance, at the discretion of the Executive Director or the School Leader.
 - (c.) Employees who leave their position in "good standing" (as determined by the executive director) will be entitled to ½ substitute daily wage for each day of unused sick leave.
 - (d.) Twelve month employees will receive 15 vacation days, with approval granted in advance, to be taken during the next school calendar year, with advance permission from the executive director, or in the case of the executive director: the board of directors.
 - (e.) Sick leave is accruable on an annual basis up to a total of 30 days. Vacation time is non-accruable.
- (5) Other benefits will be provided as follows:
 - (a) Benefits will be extended through an IRC/Sec. 125 Cafeteria Benefit Plan.
 - (b) Employees will have the freedom to allocate a portion of their benefit package to any of all of the following choices. They will have the right to identify the type of plan that best suits their age and family situation.
 - (c) These items include (but are not limited to) the following:
 - Tax-Shelter Annuity or State Pension Plan
 - Health Plan (This will meet or exceed that offered by one of the contiguous school districts.)
 - Life Insurance
 - Prescription Plan
 - Dental Plan

An employee handbook will be developed to detail all employee policies and procedures.

E. Identify the proposed faculty.

We are planning to open in September of 2003. We will begin to hire staff upon charter approval and in accordance with our anticipated instructional staffing needs in accordance with all state and public school hiring procedures. We already have some unsolicited applications for positions, which we are holding in abeyance pending approval and the hiring of the school leader.

F. Attach a report of criminal history record, pursuant to Section 111 of the public School Code for all individuals seeking the charter who shall have contact with students.

Dr. Wallace's criminal record history is in appendix K.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as described by 23 Pa. C.S. Chapter 63 subchapters C.2 for all individuals who shall have direct contact with student.

An official clearance statement regarding child injury or abuse from the Department of Public Welfare, as required by 23 Pa. C.S. Chapter 63 subchapters C. 2, will be obtained for all employees hired who shall have direct contact with students.

Dr. Wallace's child abuse clearance is also in Appendix K.

4. Code of Conduct:

A. Discuss any rules or guidelines governing student behavior.

Achievement House Charter School will distribute to parents, staff and the governing Board, a Code of Conduct that calls for a partnership in responsibility. The Charter School is committed to instilling in students respect for the rights of others.

These rules governing discipline and conduct will inform parents, teachers and administrators what is required of students. These adults, along with the Board of Trustees are charged with the responsibility of helping students to develop self-discipline. The Charter School Student Code of Conduct delineates the partnership that the school and the larger community share across several broad concepts:

- Environment, which includes the climate of the school.
- Education, which includes preparation and work habits.
- Respect, which includes treatment of others.
- Participation, which includes involvement in school activities; and
- Expression, which includes dress, as well as verbal and nonverbal issues.

The Code of Student Conduct will be distributed to parents and students at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page, which states that the parent understands the Code of Student Conduct, including the consequences of unacceptable behavior, by the student. The acknowledgment page also states that the parent has reviewed and explained the Code of Student Conduct with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning. A Sample Code of Conduct is attached to this proposal.

B. Describe your schools policies regarding student expulsion and suspension.

The Board of Trustees will demand safe and secure schools for teaching and learning and will incorporate suspension and expulsion statutes into the Code of Student Conduct, including the due process rights that a student attending a public school is entitled to under 22PA Code 12.1-12.14: "Students Rights and Responsibilities." A student will be expelled for violation of the statute concerning a weapon on school property and will be excluded from attending the Charter School. Additional reasons for expulsion may include drugrelated violations, arson, assault and battery, and other serious crimes.

A. Describe the method you will use to educate an expelled student.

A student can be expelled only by action by the Board of Trustees based upon recommendation of the principal or her designee. Expulsion from school excludes the student from regular school attendance until readmitted by the Board. The Charter School will educate an expelled student as required by Pennsylvania School Code through continued use of Plato and Virtual Classes.

B. Describe the policies as related to acts of violence, weapons and drug possession. Students guilty of any of the following offenses shall be subject to appropriate disciplinary action, including suspension and expulsion, as set forth in the Pennsylvania School Code.

- Absenteeism (including cutting of class), unexcused or excessive;
- Aggressive behaviors, including but not limited to hitting, pushing and shoving;
- Alcoholic beverages, possession, delivery, use or being under the influence of;
- Arson or attempted arson;
- Assault or attempted assault;
- Beeper and/or other telecommunications devices, possession of, except as considered necessary by the principal;
- Cheating and/or plagiarism;
- Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, lookalike weapons, ammunition, etc., possession of:
- Defacing or destruction of school property or property of another (includes writing on walls, etc.);
- Detention, failure to report to:
- Detention, refusal of;
- Dice shooting (whether or not gambling);
- Disobedience to teacher or other staff member;
- Disrespectful behavior toward teacher or other staff member;
- Disruption of class, study or instruction;
- Dress guidelines, violation of;
- Drugs and controlled substances, possession, use, distribution, or being under the influence of:

- Extortion or attempted extortion, harassment, or intimidation;
- Failure to report to office as directed;
- Fighting;
- Fireworks, stink bombs, or other explosives, possession, distribution, use, or lighting of;
- Forgery of notes or passes, etc.;
- Gambling or present at scene of gambling;
- Leaving class without teacher's permission;
- Leaving school ground without proper authorization;
- Loitering on school property, including halls and classrooms;
- Loitering in vehicles, in parking lots, or on streets;
- Lying/falsehood:
- Misuse of school property or property of others;
- Molesting others;
- Obscene language or gestures, use of;
- Obscene writing, pictures or articles, or possession of;
- Participating in and/or instigating a riot;
- Presentation of forged notes or passes;
- Profane language, use of;
- Refusal to follow directions of teacher or other staff member;
- Refusal to identify self properly;
- Removal of food from cafeteria;
- Rude behavior to others:
- Sexual harassment;
- Sleeping in class;
- Tardiness, unexcused or excessive;
- Tobacco products, possession or use of;
- Trespassing while suspended;
- Theft or attempted theft;
- Threatening bodily harm or property damage;
- Threatening language or gestures, use of;
- Truancy from school;
- Unauthorized entry into restricted areas;
- Violence, acts of;
- Walkouts:
- Any violation of this code, policies of the Board of Trustees, or local, state or federal law;
- Any other conduct considered by the principal to be disruptive, disrespectful or disobedient.

(The items in this list are grouped for purposes of easy reading only. This list is not exhaustive of behaviors that may result in disciplinary action.)

In the following six cases, discipline referrals must be made immediately to the principal:

- Fighting;
- Abusive language directed toward a teacher or another student;
- Student actions that disrupt the class to the extent that the teacher's authority is being challenged;
- Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;
- Student actions that present a danger to the safety and well-being of themselves or others;
- Other criminal acts in violation of local, state, or federal laws.

The Principal is expected to recommend expulsion and prosecution for the following first-time offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

- Arson or attempted arson;
- Assault and/or battery of an employee or student;
- Possession, use, or sale of a firearm or dangerous weapon;
- Manufacturing, growing, distribution, and/or sale of drugs and/or paraphernalia;
- Extortion, attempted extortion, robbery, and/or larceny;
- Immoral conduct;
- Hazing;
- Unlawful assemble and/or riot;
- Possession, use, distribution, sale, lighting, or discharge of explosive devices;
- Students found guilty of a crime which resulted in or could have resulted in injuries to others, regardless of where the crime occurred;

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

Good attendance is highly critical to school and life success. Our student attendance plan will reflect a loss of potential credit for any course where the student has a ten percent absence rate. This can result in dismissal from the school. Students who approach a 5% absentee rate will be referred to guidance services for intervention and parent conferences. The attendance plan recognizes "legitimate, excused absences". This school may have students who will have opportunities to perform professionally. We will have clear procedures for tutoring and on-line access to homework to better facilitate this type of absence.

Unexcused absences" will directly advance into our code of conduct to be addressed under basic student responsibilities and procedural consequences.

5. Transportation:

- A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school board?
- B. If you plan to implement an extended-day or extended-year program requires transportation beyond that which the district provides, what arrangements will be made to transport students.
- C. What plans are being made for coordination of transportation of students who live outside the local district be transported to the school?

Transportation:

Transportation will be in accordance with charter school law. We will work closely with participating districts to ensure that bus schedules and school schedules are reasonably commensurate.

No extra day or extended year programs are planned to require additional transportation.

Since the School would have been chartered by the state, we would expect school districts in the area to cooperate with our students. Again, we shall try to work closely with them..

6. Food Service:

A. Describe the food service plan of the school.

No formal food service plan will be in place.

B. What are the plans for free or reduced lunch or breakfast?

Since there is no food service program there will be no free or reduced lunch program.

7. Timetable:

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

A detailed time-line for the opening of this charter school is attached as Appendix J.

8. Safety:

- A. Submit written documentation of intent to 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 the use of any explosive and flammable compounds or liquids in connection with courses taught at the school.
 - Compliance with all other federal, state, and local health and safety laws and regulations.

The Achievement House Charter School intends to comply with all of the following mandatory safety measures:

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

The Achievement House Charter School is committed to the health, safety, and well-being of all children and employees and accordingly, will perform the responsibilities required to satisfy Federal and State laws and regulations. On the five "health and safety" requirements, students who attend and employees who work at the charter school will learn, teach, and provide support services in a healthful and safe environment.

a. Immunization of Students: Every child will be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella. Should the Department of Health and Human Services determine the need for an additional immunization in the interest of public health, the Charter School Charter will work to ensure parent compliance. Every parent, guardian, person in

loco parentis and person or agency, whether governmental or private, with legal custody of a child, has the responsibility to ensure that the child has received the required immunization at the mandated age. The school has the responsibility to be certain that parents have me the immunizations' requirements of law.

- b. Fire and Safety Regulations: The Charter School will meet the building (including appropriate fire control mechanisms, for example, fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. The CAO of the school will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in each room and hallways of the building. The school's building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.
- c. Food Inspections: The Charter School will comply with the regulations promulgated by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products.
- d. Hazardous Chemicals: The Charter School has the responsibility to inform and train its employees properly on the hazardous substances they work with and to design and put in place employee protection programs. Employee training programs provide necessary hazard information to employees, so they can participate in and support measures in place at school. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all employees.
- e. Blood-borne Pathogens: The school will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood). It also applies to other potentially infectious materials such as human body fluids, unfixed tissue from a human, HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV- containing culture medium or other solutions, as well as blood, organs, or other tissues from experimental animals infected with HIV or HBV.

The school will have a written Exposure Control Plan that is accessible to all employees. The Plan will include (1) designations job classifications, tasks and procedures which involve potential exposure, (2) indications of required engineering and work practice controls, and (3) specifications of necessary personal protective equipment. Training to

protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- · Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine
- Proper "housekeeping" to avoid risks

Post-exposure reporting

9. School Health Services:

- A. Describe your plan for providing school health services as required under Article XIV of the public school code.
- B. Describe how school nursing services, including administration of medication, will be delivered.

The charter school will contract for nursing services. The school nurse along with the administrators will be responsible for monitoring all entering students for their health records. The nurse will keep all student health records up to date and will participate in any IEPs that deal with medical problems. The school will also contract with a doctor and dentist to make sure that all student medical requirements will be met. Nursing and emergency services will be available during the day to administer medication and monitor student health.

Note: This page is being scanned with signatures.

Federal Assurances for Public Charter Schools

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 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 that 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 _	Achievement House Charter School	Date:
Authorized Repre	esentative	
Wallace H. Walla	ce	

Addendum to Application for an

Achievement House Charter School (to comply with Act 88)

Submitted to:

Ms. Betsy Becker
Office of Educational Initiatives
Department of Education
Commonwealth of Pennsylvania
333 Market Street
Harrisburg, PA 17126-0333

From:

Achievement House Educational Services 1021 West Lancaster Avenue, Suite 208 Bryn Mawr, PA 19010

September 26, 2002

Addendum to Charter School Application

This addendum supplies the information required by Act 88, (New Subdivision (c) of article XVII-A: Cyber Charter Schools: New Sections 1741-A through 1751-A). It follows in order of the text of the law starting with section 3.

Cyber Charter School Application Fact SheetThis space is reserved for its first page which is being scanned and will be inserted here.

School Focus: Describe in brief terms and on an additional page, the school's mission, educational focus, and other essential characteristics of the proposed charter school.

The mission of the Achievement House Charter School is to provide a comprehensive high school curriculum (and subsequent diploma) to high school students who may be at risk for a variety of reasons. The school will combine:

- A schedule that provides more time on task
- Intensive student/teacher and mentor contact
- Parental involvement
- Advanced technological tools
- The proven, on-line Plato curriculum with supplements
- Instruction in social skills, study skills and resilience.
- Daily monitoring of the student's progress

to provide a very supportive environment.

Unlike other Cyber schools, the students will come to the school's facilities one or more times per week for instruction and personal contact with the staff and other students.

Act 88, Section 3: Requirements and Prohibitions on Cyber Charter Schools.

Special requirements.

- i. The Achievement House Charter School will not give a discount to a school district or waive district payments for any student.
- ii. Achievement House Charter School will not provide payments to parents or guardians for the purchase of instructional materials, except as provided in the section governing materials to be provided to students (see section e).
- iii. Achievement House Charter School will not enter into agreements to provide funds to a school entity except as compensation for the provision of specific services.
- b. Reporting Changes in Enrollment Achievement House Charter School will report to PDE increases or decreases in enrollment of 30%.

The first year we have set a limit of 200 students. Should we have less than 140, we would report whatever enrollment we had to the PDE.

- c. Information for the Student's School District of Residence. Upon request, Achievement House Charter School will send to the student's school district of residence the following information:
 - i. A copy of the charter
 - ii. A copy of the cyber charter application
 - iii. A copy of all annual reports
 - iv A list of all students from the school district enrolled in the cyber school. This information would be sent on a regular basis. The proof of attendance would be either the activity reports of the student working on the educational materials on the computer or attendance at the school in person.
- d. Information Provided to Parent or Guardian

Upon request, and prior to the student's first day in a cyber charter school, the parent or guardian would be provided with the following information in writing or electronically:*

(*This section summarizes the information for parents that is accurate as of September 15, 2002. Changes may be made however. for improvement.

Our approach would be to send out the curriculum catalog to all parents with the student's courses indicated. This could serve as a planning guide by the parents and student for the following year. It also would serve to inform the parent in case the student finished a course before the end of the school year and started on another, had to change a course based on the results of the assessment test, etc.

This procedure would be followed annually.)

i. A list and brief description of the courses the student will receive.

Parents would receive the same descriptions that were provided in Appendix A Curriculum Goals and Objectives, Section 1, Sample Overview of Plato Scope and Sequence. (The parents are invited to a meeting to review their student's curriculum.)

ii. A description of the lessons and activities to be offered both on and off-line.

The course catalog which is sent to the parents will indicate the lessons which will be given on-line. The parents will be told also that three discussion topics (Resilience, Socialization, and Critical Thinking Skills) will be utilized off line during the students' weekly meeting at the school.

The extra-curricular activities organized by the charter school would be both on-line and off-line since the school facility will be available to the students to meet.

The charter school would send a list of the activities in which each school district would allow the students to participate. Act 88 seemed to demand that the school district's must make their extra-curricular activities available to Cyber students.

iii. The manner in which attendance will be reported and work authenticated.

Parents would receive information about the Plato monitoring system which identifies what each student works on, when, and what was accomplished. Should the mentor, who is responsible for the student's progress, detect no work, after further checks (the student might have logged into the school facility or s/he might have received permission for some school related activity), the student would be considered absent and so reported.

Parents would receive information about authenticity of work. The gist would be that should there be some question about the authenticity of the student's work, the student could be tested at the school facility to insure that his work does reflect his own efforts. Since the student must attend daily on-line classes in which s/he must participate, it is likely that discrepancies between his classroom performance and something like a suspect report would be detected by the teacher. A further check on authenticity would be to run plagiarism software on the suspicious report.

The parents would also be encouraged to relay any suspicions to the school.

iv. A list of all standardized tests the student will be required to take during the school year and the place where they will be administered, if available.

Parents would be told that all students would be given the PSSA in grades

3, 5 and 11. All students would take the Terra Nova twice near the beginning of school and near the end. Both of these tests would be given in the Charter School Facility.

Plato also has assessment tests which would be used for placement purposes and also for accountability purposes. These would be used for new students prior to the start of school at the school's facility. Otherwise they would be given early and late in the school year. These tests would be given on-line.

Parents would also be encouraged to sign their students up for the PSAT and the SAT which would not be given at the charter school. Practice PSAT and SAT tests will be distributed for student's familiarization.

v. Meetings to be held during the school year between parent or guardian and a teacher, other school officials, or parents and how they will be notified of the time and place of these meetings.

Parents will be told that there will be an initial meeting between school representatives and the parents to review a student's curriculum and the school's procedures. Mentor's are also expected to have multiple meetings with parents of their respective charges. Disciplinary meetings would be held on an as needed basis. These meetings would be arranged by phone or by mail.

Group meetings such as class meetings, seasonal meeting, and graduations would be held in the beginning of the year, middle of the year, and end of the year respectively. These would be announced in the school web site and by newsletter to parents or guardians.

More details are in section 7, b, v.

Combining vi, viii, and xi,

- vi. The address of the cyber charter schools and the name, telephone number and e-mail address of the school administrator and other school personnel.
- viii. The names of the student's teachers, if available, and how the student and parent or guardian can contact them.
- xi. Information of the professional staff including the number of staff personnel, their education level and experience and the cyber charter's performance on the PSSA and other standardized test scored.

The parents or guardian would be provided with a personnel book with lists of the following:

The address of the charter school

The web site

The general phone number

The phone number of the administrator

His e-mail address

The names, e-mail addresses and functions e.g. English teacher of grades 10, 11, 12, of other school personnel including teachers and mentors

A brief bio of the staff including education and experience Instructions on how to reach their student's teacher if e-mail is not available.

The charter school's performance on the PSSA, the scores on the Terra Nova with their norms and the average change in scores from beginning to end of year

An additional item not called for by Act 88 would be a Code of Conduct for the students. We would model this after the one produced by the Philadelphia School District. and which is on their Web site.

vii. A list of any extra-curricular activities provided by the cyber charter school.

Parents would be sent the information that the cyber charter school would approve almost any cooperative venture by the students. In addition, interested parents are encouraged to sign up as organizers/advisors.

Activities which have previously been approved include:

Radio drama club (writing scripts and putting on shows on the Web radio) School e-newspaper

Investment Club

Foreign e-mail Exchange (exchanging mail with foreign students)

Electronic Photography Club

Synthetic Baseball/Football Leagues (Buying and selling real players and synthesizing the results of such a team)

Computer Game Club

Music Exchange

School yearbook Computer Club

Chess Club

Should the student be interested in athletics, the school would try to identify local teams such as soccer that played conveniently near the student or contact the local school district to assist them in participating.

(For further information on this topic see section ii above.)

ix. A list of services that will be provided to the students by the cyber charter school.

The parents would be told that the services to the students would include College counseling

PSAT and SAT test preparation.

x. Copies of policies relating to truancy, absences, discipline and withdrawal or expulsion of students.

Section 7, xiv of this addendum and section V, 4 (page 34) of the Charter Application identifies the policies called for here. An abbreviated version that section would be sent to the parents.

of

xii. Information on the proper usage of equipment and materials and the process for returning equipment and materials supplied by the school. A parent or guardian is to acknowledge either in writing or electronically the receipt of this information.

Parents would be required to acknowledge receipt of the equipment and materials and instructions on returning it. Section c below describes the equipment that they would receive along with the instruction manuals.

We expect that most students would come to the school to pick up the equipment and be trained on how to use it since all are within commuting distance of the school. The same should hold true usually for returning equipment.

xiii. A description of the school calendar including time frame that will constitute a school year and school week, holidays and term breaks.

Section I,3,C (page 6) of this charter application details the school calendar. A variation of this would be provided to all parents and guardians and be posed on the school web site.

e. Provide Instructional Materials; Equipment; and Provide or Reimburse for Required Services for On-line Delivery of Curriculum and Instruction.

The students will be provided with their workbooks, educational CDs, and a subscription to the Plato Learning Inc. system which will provide much of their curriculum on line. They will also receive a computer, printer, telephone line and

a subscription to an Internet Service Provider paid for by the Charter School. Software will also be provided.

Section 7.b.vi provides more details of the equipment, software and curriculum.

f. Submission of Annual Report.

Achievement House Charter School will submit an annual report by August 1 containing the information required by PDE.

g. Access to School Records and Facilities.

PDE is welcome to examine all Achievement House Charter School's records and facilities during waking hours.

h. Address of Charter School Facilities in the Commonwealth.

The current address of Achievement House Charter School is:

Achievement House Charter School

1021 West Lancaster Avenue, Suite 208

Bryn Mawr, PA 19010

Telephone: 610-527-6160 Fax 610-527-4317

Beginning July 1, 2003, the address will become:

Achievement House Charter School

Rosemont Business Campus

919 Conestoga Road

Rosemont, Pennsylvania 19010

All records will be transferred at that time to that facility. We shall also notify PDE again of the new address in the early part of May 2003. We expect this address to be our only facility in the Commonwealth for the immediate future

This facility is leased on a yearly basis from:

Robucca Associates

937 Haverford Road, Suite 200

Bryn Mawr, PA 19010-3819

Telephone: 610-527-4800

Fax 610-527-4545

The lease is automatically renewed unless notice is given two months in advance.

i. Discipline of Achievement House Charter School staff.

Achievement House Charter School understands that it must reimburse the Commonwealth for reasonable expenses incurred by PDE in an investigation or action of a former or current staff member for some alleged misconduct.

The school and its staff will be governed by the laws of Pennsylvania.

4. School District and Intermediate Unit Responsibilities

(No comment necessary.)

5. Establishment of Cyber Charter Schools.

a. Permissible Initiators of a Charter School.

Achievement House Educational Services is the organization applying for a charter school certificate. It is a nonsectarian, non-profit corporation. Its 501 (3) c certificate is in Appendix D, Organization By-Laws and 501 (c) 3 Confirmation...

b. Sectarian Status of Cyber School

Achievement House Charter School would be a non-sectarian school.

Sections c through j.

(No comment necessary.)

6. Review by State Charter School Appeal Board

(No comment necessary.)

7. Charter School Application

a. The Application must include Standard Requirements.

(See pages 1-51 and the Appendices at the end of this addendum.)

b. The curriculum must meet state academic standards and assessment.

i. The curriculum to be offered and how it meets state board regulations pursuant to academic standards and assessment.

An outline of the curriculum is given in Appendix A. 1-3. The curriculum provides the standard courses and some electives. We plan to broaden the electives. This is discussed in section 7.b.v.

The high school student is expected to have successfully completed

- 4 years of English
- 3 years of Mathematics (through Algebra 2 and Geometry)
- 3 years of Science
- 3 years of Social Studies
- 2 years of the same Foreign Language
- 1 year of Fine or Performance Arts

With respect to meeting academic standards, Plato Learning Inc attests that their curriculum meets the Commonwealth's standards. We believe that for the most part their assertions are correct. However, there are some areas that, in our opinion, need to be covered more thoroughly. For example, the standards call for the 11th grade student to:

"Participate effectively as speaker..... in the following activities:

• formal presentations

- formal debates
- parliamentary procedures etc."

Since the student must come to the school facilities at least one day a week, there will be opportunity to interact with the student to help him/her fulfill the above standards. Also the student will be in a small class for at least one period a day in which he will be in communication with the teacher and the rest of the class by text and by the spoken word.

Another example is the requirement that the student:

"Select and refine a topic for research

Use the following to gather information:

- books
- newspapers
- periodicals
- documents
- Develop and defend a thesis based on the research
- *Organize, summarize and present the thesis and the defense.*
- *Etc* "

We plan to have the teachers in each area help the students develop such research topics and carry them through to conclusion and a paper.

Recently, "WebQuests" have evolved which essential require research and integration of the gained knowledge. For example one requires the students to review the background of the Kashmir dispute and develop a lasting peace plan acceptable to both India and Pakistan. There are web sites which provide these quests and help the student get started. Our teachers will be expected to use these sites or develop their own integrated topics for the students.

Not only would the Quest help fulfill the research requirement but also aid in the fulfillment of another area in which Plato needs supplementation namely writing. The Standards call for:

- Writing with a sharp, distinct focus
- Write using well-developed content ... for the topic
- Write with controlled ...organization.
- Write with a command of stylistic...composition.

We have added some extra reading to the curriculum for the students to read examples of quality writing but also for them to write reports dissecting, discussing and reviewing. This literature would be discussed in the classes

The Math, and Social Science curriculums seemed thorough. The Foreign Language curriculums were not available for review at this time. However, there may be other areas which need support. One of the first assignments for our teachers prior to school will be to review the entire curriculum in their area and make any adjustments necessary to meet the standards and pursue excellence.

With respect to assessment, each module contains mastery tests so that assessment is done frequently. Further, passing at the 80% level or better is required by the school. Since class participation, individual reports, exams and assignments provided by the teachers will also be assessed, the students will be thoroughly measured. There will be a minimum level of progress required by every course so that the student will finish by the end of the year. As mentioned previously, the student's progress will be measured on a daily basis. Should the mentor find a student falling behind, extra support, extra counseling, student pressure, what ever it takes, will be attempted to maintain the student on a successful course

There are a number of other suppliers of online courses and some of these may be added to the curriculum.

ii. The number of courses required for elementary and secondary students. iii. Explanation of the amount of online time required for elementary and secondary students.

The students will be required to take five full time courses and one part time elective. The figure below shows an example of what students in grades 9 – 12 might take as their full time courses and the amount of time on line required by the courses themselves. However, each student will be given a placement test prior to entering the school and a customized curriculum developed based on the test's results. That cur4riculum may be quite divergent from the one shown below.

	9 TH GRADE				
Topic	Course Title (see Appendix A1)	Hours			
English	Intermediate Reading Strategies	61			
	Vocabulary and Comprehension (9 th)	35			
	Writing Series (first quarter of course)	30			
Math	Pre Algebra	27			
	Beginning Algebra	36			
Science	Biology	38			
	Applied Physical Science	5			
Social Science	American History I & II	106			
Foreign Language	French, Spanish, etc.	125			
10 th GRADE					
English	Advanced Reading Strategies	76			
	Writing Series (2 nd quarter of course)	31			
	The Short Story				
	(not an online course)				
Math	Intermediate Algebra	20			
	Advanced Algebra	27			
	Introductory Geometry	10			
Science	Chemistry I	48			

	Chemistry II	40
Social Science	American History I	~50
	American History II	~50
Foreign Language	French, Spanish, etc.	125
	11 th GRADE	
English	Reading for Information	74
21.8.1011	Writing Series (3 rd quarter of course)	31
	Readings in American Literature	51
	(not an online course)	
Math	Geometry and Measurement 2	45
1120011	Trigonometry	16
Science	Physics I	35
200000	Physics II	21
Social Science	World History I	65
200000	World History II	65
Foreign Language or	_	125
	12 th GRADE	
English	Writing in the Workplace	38
	Communication	27
	Writing Series (4 th quarter of course)	31
	Plays and Poetry	
	(not an online course)	
Math	Calculus I	38
	Calculus II	35
Science	Independent Senior Science WebQuest	
	(not an online course)	
Social Science	World History III	65
	World History IV	65
Foreign Language or	r Elective	125

The amount of time the students would be spending time on the computer working on Plato courseware using the possible curriculum shown above is summarized below:

9 th Grade	463 hours
10^{th}	477
11^{th}	477
12^{th}	424

Since the students will have some other assignments some additional time may be spent on the computer for research purposes, typing, etc.. We do not have an estimate of this.

iv. The Manner in which Teachers will Deliver Instruction, Assess Academic Progress and Communicate with Students to Provide Assistance.

A Cyber school can increase the number of ways that instruction can be provided to students. In a standard school, almost all communication is synchronous, in that it occurs contemporaneously and then is no more.

Our Cyber school will have synchronous communications, and may record some of them for student and teacher review at a later period. We also will rely on asynchronous communications such as e-mail messages which may not be exchanged contemporaneously...These methods of instruction are detailed below.

- 1. When the students are in the physical facility, the instructional staff will use the usual conversational methods of teaching, and have at their disposal blackboards and the usual instructional tools.
- 2. When the students are in an electronic classroom of small size, or receiving assistance from a Mentor, the students and instructional staff will be able to converse using NetMeeting or Groove. This would entail two-way conversations.
- 3. Again when the students are in a larger classroom, instant text messaging would be employed between the students and the staff.
- 4. White boards will also be available for the instructional staff. These act like an electronic blackboard which transmits its contents to the student's screens as the teacher writes text, formulas, diagrams, or whatever on it.
- 5. Files can be downloaded and appended to messages and transmitted to the class. These could be from the teacher or from the student(s). These could be the answer to a problem, a report, etc.

Some of the asynchronous instructional delivery systems are mentioned next.

- 1. E-mail messages and files can be exchanged between the instructional staff and the student(s). In fact, students are supposed to e-mail their mentor whenever they need help and the mentor is to either provide the help or get it for the student. Teachers may also use e-mail to return homework, etc.
- 2. The Groove software is specifically designed to allow groups to work collaboratively on a project or report. This can be dome both synchronously or asynchronously. so students could work on a project at different times.

- 3. Each course is to have its own Bulletin Board containing information such as homework assignments, dates of exams, etc.
- 4. Archives of class discussions will be developed eventually. This should be helpful to students who wish to review material or who were absent. The instructional staff may also find it helpful to review their effectiveness and for new teachers to see how they can improve their approach.

Assessing academic progress will be done in several ways. First, the Plato system keeps track of the time the student spends on the course work, what courses were worked on, and successful progress through the modules. The student can't proceed until s/he passes the assessment test of a module at 80% or better. Failure to complete modules will give a good indication of the student's lack of progress on the Plato work. Another indication of lack of progress would be if the student does not spend much time on a course. In both cases, the student's Mentor is to provide assistance.

Other measures of progress or lack thereof, are the traditional ones of:
Class participation
Homework assignments
Midyear and final exams.

In providing assistance to the students, all of the communications methods mentioned in the earlier paragraphs of this section can be used.

v. A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips, or study sessions.

Students to Student Contact

Students will meet other students in their class at the school's facility every week. The students will also be given cooperative projects to work on using the Groove software. Since they all live relatively close to one another, they may also choose to meet in person

Student's also participate daily in a Virtual Class and interact with other students and their teachers.

As mentioned later there will be two get-togethers when students might meet all the other students.

Student cooperative learning opportunities

We shall pursue other cooperative learning opportunities by determining which activities the student's school district will

allow the student to participate in, e.g. dramatic club, band, etc. paying for the older students to participate in the Main Line School Night courses where appropriate. (They offer over 500 courses, paying for participation in the two local Art Centers determining what athletic teams of interest to the student are available in the student's area, e.g. a soccer league

Parents and Guardians

As mentioned previously, parents/guardians must agree to volunteer in the school so that will give them contact with students, the instructional staff, and other parents.

Parents will also be invited to learn how to utilize the student's computers so they can send and receive e-mails from the staff and read the school's bulletin boards, etc.

One of the activities we hope some parents will volunteer to do would be to describe their job, their company, progression to that position, etc. Ideally, the parent's may also be able to allow one or two interested students to shadow them in the position to learn about that field of work.

The staff will encourage and support the development of an active Parent Teacher's association and school newsletter.

Parents will be invited to the school on several occasions:

- -To discuss their student's curriculum
- -To go to the school one evening and attend their students classes and meet the student's teacher and learn about that class' program
- -To attend two social get-togethers around the holiday season and near graduation.
- -To review their student's progress four (4) times a year.

vi The technology, including types of hardware and software, equipment and other materials that will be provided to the student by the school.

The capabilities of the computers continue to improve while the prices stay about the same. We don't know what will be available in June 2003 but are reasonable certain that it will be more than we have listed below. But we have listed below what we can get now within our price range.

Hewlett-Packard Pavillion Model 551w desktop PC Intel Pentium processor 1.60 GHz 128 MB SDRAM 30 GB hard drive CD-RW drive 56k modem Polk Audio stereo speakers Keyboard Mouse

CompaqIJ 650 Color Inkjet Printer

Compaq F57550 17" monitor

Microsoft Windows XP Home Edition
PC Works Suite which includes
Star Office word processor, spreadsheet, database, presentation
designer, etc
Encyclopedia Britannica 2002
McAfee Virus Scan Online
Zip Expander
etc.

Telephone line (Verizon)

Internet Service Provider (Earth Link?)

Contract to Repair the PC if necessary

Books and Workbooks

Our preference would be to provide the students with a laptop computer rather than a desktop. If we can obtain a laptop model with approximately the same characteristics as outlined above, we would supply that instead.

vii. A description of how the school will define and monitor a student's school day including online and offline time.

Each student will receive a schedule similar to the one in Appendix B, Student Sample School Week. This will define the ideal way for the student to spend his online time. Obviously, deviations are expected since some subjects will be harder for a student than others.

When the Mentor reviews the Plato printout of how the student did spend his/her time, what modules were passed or failed on the previous day, it gives him a basis on which to make judgments of whether or not the student is working properly. S/he may not stick to the exact schedule but achieve progress by working in the evening and so on.

Since the student is in an electronic class everyday, his attendance there can be monitored. The same is true of the student's time at the school facility once or more a week.

viii. A description of commercially prepared standardized achievement tests to be used, in addition to the PSSA, including grade levels to be tested and how data is to be used.

The Terra Nova developed by CTB/McGraw Hill is the test we plan to use. The Terra Nova assesses the following skills:

Reading Comprehension encompasses understanding basic information, critically analyzing texts, evaluating meaning, extending meaning, and determining strategy.

Mathematics covers numbers and number relations, computation, estimation, operations, measurement, geometry, data interpretation, probability, statistics, algebra, functions, and problem solving.

All grades $(9^{th}$ through 12^{th}) would take the test twice a year. The test would be administered near the beginning and end of the school year.

The data analysis would examine four questions.

- 1. What are the individual student's achievement levels? It might help us understand whether or not the student is working at the appropriate grade level. It would also help the teachers target additional instruction for a student where needed.
- 2. By comparing the initial and final testing, we can ask how much our students learned. overall.

This feedback from the test can assist in evaluating the overall instructional practice (in this case Plato.)

- 3. How does the performance of the Achievement House Charter School compare to national norms, and if available, more local norms. Questions 2 and 3 are part of trying to be accountable to our students and their parents.
- 4. Although the Terra Nova tests just Language and Reading as well as Math, it may be feasible to compare classes to see if some instructional staff deserve promotions while others need professional development. This would not be possible until our staff was considerably larger.

ix. The technical support that will be available to students and parents or guardians.

The **students** will have three sources of support for software and computer problems.

1. Initial Orientation

Prior to the beginning of school, students will be asked to spend two days learning how to use the equipment and software. A minimal amount of time will probably be required by Plato instruction, since the system is comparatively easy to operate.

2. Staff and Classmates

In the hiring process for Mentors, applicants will be screened for computer capabilities. Since they will probably be relatively recent college graduates, some will probably be quite computer literate. Some of the students will probably also be quite capable.

Students will be encouraged to e-mail their Mentors (or other students if the practice does not become onerous for an individual) for help as soon as they need it.

However, for serious problems we shall designate one of the staff as the lead guru and rely on him/her and outside consultants.

3. Repair Service and Backup

We shall contract out repair of the computers.

In the initial purchasing of computers and accessories, we shall provide extra ones so that students will not go without should theirs break down.

The **parents and guardians** will be invited to two seminars on how to operate the equipment. Our concern here is that they know how to look up the school's Bulletin Boards and be able to send e-mail to the teachers and school should they so wish.

x. The privacy and security measures to ensure confidentiality of data gathered online.

The Charter School will use the Plato system on which to save data concerned with the student's progress. Access to that data will be restricted by a Password, available only to the appropriate staff members.

Printouts of the data on individual students will be kept in file cabinets with locks. However, the volume of this data should be minimal since the Plato system will keep the whole year's record of a student.

xi. The level of anticipated enrollment during each proposed school year, including expected increases due to the addition of grade levels.

Grade and age levels served by the school

	1st year	2nd year	3rd year	4th year	5th year
9	100	50	75	100	125
10	75	100	50	100	100
11	25	75	100	75	100

12	X	25	75	75	75
Total	200	250	300	350	400

xii. Methods used to insure the authenticity of student work and adequate proctoring of examinations.

The student would have mid term and final examinations twice a year. These examinations would be conducted in the school facility with at least two proctors for 25 students. Marked discrepancies between what the student should know based on his performance on Plato and what s/he does on these tests would raise suspicions.

However, a more likely source of non-authenticity is in the submission of reports and homework assignments. Since the student must attend daily on-line classes in which s/he must participate, it is likely that discrepancies between his classroom performance and achievements with Plato or a homework report would be detected by the teacher. A further check on authenticity of homework would be to run plagiarism software on the suspicious report.

xiii. The provision of education and related services to students with disabilities, including evaluation and the development and revision of IEP's (individualized education programs).

In a presentation on Charter Schools in Philadelphia and sponsored by the PDE, one of the speakers discussed students with disabilities. He emphasized that with respect to special education, it was important not to fight them but to join them. And that is the philosophy we shall try to pursue. We shall bend over backwards to provide the services needed.

This topic was dealt with rather extensively in section D of the Application for a Charter School, Chapter I, School Design; Section D, Describe how your school will accommodate students with special needs.(pages 7 and 8). We need add only two comments.

Since our students will have been in school for 8 years or so, most of the special needs will have been previously detected. Hence, we would plan to request from the student's school district the records relating to the student, including transcripts, test scores and a copy of any IEP for that student .as soon as the student enrolled. In this way, we could work out with the parents at an early meeting not only the curriculum but also the special requirements that would need to be fulfilled.

Should new testing be required, we would hope to work closely with the student's school district assuming that there is a cooperative spirit.

xiv. Policies regarding truancy, absences and withdrawal of students, including how attendance will be monitored.

School Absences

A parent must notify the school if the student is absent or ill for three or more consecutive school days. It is also incumbent on the student's Mentor to detect such a condition and contact the parents. The parent must indicate the nature of the absence and the period of time the student will be unavailable. The school may require a doctor's excuse if the absence is illness related

An absence is when the student does no work on Plato and misses either the Virtual Class or the In Person at the School Class.

Absences are excused for the following reasons:

- illness as verified by parent/guardian or physician if requested by the school
- hospital stays
- health related appointments
- serious illness or death in the family
- recognized religious holidays
- required court appearances
- pre-approved family education trips
- school trips
- pre-approved athletic participation
- other emergencies accepted by the principal

Virtual Class Absences

For a student to receive credit in a course, s/he must attend 85% of his/her classes. Being tardy to the class by greater than 10 minutes will also be considered an absence.

To receive credit for the course, 90% of the classes must have either attendance or satisfactory make-up work. The make-up work may be performed after or before the class, but be satisfactorily completed by the teacher's deadline.

In-Person In-School Class Absences

The student must attend a class at the school every week. This is a not-for-credit course. Five or more unexcused absences will subject the student to probation and detention.

Plato Course Absences

Students are given a schedule to follow of when they should be working on the Plato courses. Deviation from the schedule is not critical. However, if the student is behind, i.e. working at a rate slower than required for successful completion of the course, he will be considered to be absent from the course. If the discrepancy is not being overcome, then the student will be subject to detention, i.e. weekend study.

Truancy

After 5 days, the school may, at its discretion, consider the student truant if school has not been properly notified or if the reason for the absence cannot be verified or if it is not an excused absence.

Withdrawal

A student may withdraw by following these steps.

- 1. Notify the school of the decision to withdraw and request a withdrawal form.
- 2. The Parent/guardian must fill out and return the Withdrawal Form.
- 3. Notify the school to which the student is transferring.
- 4. All materials and equipment must be packaged and returned to the school within one week of withdrawal.

The student's academic records will be released when all steps have been taken.

Monitoring of attendance

Work on Plato is continuously measured. Consequently, we know when, how much, and how well the student progressed on Plato.

Attendance well be taken at the Virtual Classes every day as well as at the In-Person At-the-School classes.

For some activities such as athletics and Fine Arts activities, we shall ask the student to keep a log and to submit it on a monthly basis. It this way we shall know if adequate progress is being made on the requisite hours. If not, then the student can be made more focused or supported in the area.

xv The types and frequency of communication between the school and student and the manner in which the school will communicate with parent/guardians.

-Communications between School and Student

The school and its staff will be in touch with the student every school day.

- the student will be in a Virtual Class every day with a teacher. Communication will be by both instant messaging and/or audio over Netmeeting
- the student will go in person to the school once or more a week for a class
- his/her Mentor will probably be in touch one or more times a day because s/he asked for help, the Mentor thought s/he needed help, or s/he was doing well and deserved reinforcement. This may be by e-mail or telephone or voice over Netmeeting

- each class will have a web site containing assignments and news for him
- the school has a web site with possibly relevant information for him/her
- s/he will be at school to plan his/her courses
- review progress each quarter
- attend school social functions at least twice
- attend instruction on the computer system before school begins etc.

-School Communication with Parents and Guardians

As mentioned previously, parents/guardians must agree to volunteer in the school so that will give them contact with students and the instructional staff, and other parents.

Parents will also be invited to learn how to utilize the student's computers so they can send and receive e-mails from the staff and read the school's bulletin boards, etc.

One of the activities we hope some parents will volunteer to do would be to describe their job, their company, progression to that position, etc. But there are many other activities for the parents/guardians at the school.

The staff will encourage and support the development of an active Parent Teacher's Association and a Newsletter.

Parents are welcome to come to the school facility at anytime. However, they will be specifically invited to the school on several occasions:

to discuss their student's curriculum

a parent's school night in which the parents attend their student's classes and meet the student's teacher and learn about that

class' program

to attend two social get-togethers around the holiday season and near graduation.

to review their student's progress 4 times a year.

There will be a Parent's Bulletin Board as well as a School Bulleting Board with information for parent/guardians.

xvi. Address of Charter School Facilities in the Commonwealth.

The current address of Achievement House Charter School is

Achievement House Charter School 1021 West Lancaster Avenue, Suite 208 Bryn Mawr, PA 19010

Telephone: 610-527-6160

Fax 610-527-4317

Beginning July 1, 2003, the address will become: Achievement House Charter School Rosemont Business Campus 919 Conestoga Road Rosemont, Pennsylvania 19010

All records will be transferred at that time to that facility. We shall also notify PDE again of the new address in the early part of May 2003. We expect this address to be our only facility in the Commonwealth for the immediate future.

This facility is leased on a yearly basis from:
Robucca Associates
937 Haverford Road, Suite 200
Bryn Mawr, PA 19010-3819
Telephone: 610-527-4800
Fax 610-527-4545

The lease is automatically renewed unless notice is given two months in advance.

8. Enrollment and Notification

- a. Within 15 days of enrollment of a student, Achievement House Charter School will notify the Student's school district of residence.
- b. Based on the school district's notification of whether or not the student is a resident, and the school district's basis for its determination and any information provided to us by the prospect such as voter's registration or notarized certification of residency, we shall either reject him/her or consider accepting him/her (assuming s/he meets all the other qualifications.)
- c. Within seven days, we shall respond to the district's notice of non-residency, with a copy of our response sent to the department.
- d. The school district will notify us if it agrees or disagrees with our determination. Should Achievement House Charter School agree that the prospect is not a resident of the school district, we shall determine in what school district the prospect does reside before requesting funding.
 - e. Achievement House Charter School will wait for the department to make a final ruling should the school district continue to disagree and appeal.
- f. If the final determination is that the student is not a resident of the school district, then we shall return all funds provided on behalf of the student to the school district.

- g. Achievement House Charter School will use the department's notification form.
- h. Should a student withdraw from Achievement House Charter School, the student's school district will be notified within 15 days.

9. Applicability of Statutes and Regulations

Achievement House Charter School intends to abide by the Commonwealth's statutes and regulations.

10. Effect on Existing Cyber Schools

When the department makes a determination of our compliance or lack thereof, we shall notify the parent or guardian or any enrolled student of the Department's findings.

11. Regulations

Achievement House will comply with any future regulations promulgated by the Department.

Appendix A: Commonwealth of Pennsylvania Charter to Operate a Public School

Appendix A follows on the next page. It is slightly revised since the Charter will be provided by the Commonwealth. It is also being scanned with signatures.

Commonwealth of Pennsylvania Charter

to operate a public school known as Achievement House Charter School

Pursuant to the authority vested in

under the Public Code of 1949, as amended, and as defined by Act 22 of 1997 and Act 88 of 2002, the Board of Trustees of the Achievement house Charter School is hereby granted a charter to operate a public charter school located in Rosemont, for the period commencing on July 1, 2003 and ending on June 30, 2008. The grant of this charter was approved by vote of the

at a public meeting held on

It is specifically understood and agreed between the signatories hereto that:

- 1) the Board of Trustees shall operate the charter school in accordance with the provisions of Act 22 of 1997 and Act 88 of 2002, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools.
- 2) the granting of this charter is specifically contingent upon operation of the charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by

Said Application is attached hereto as **Appendix A** and is incorporated herein by reference as if full set forth.

- 3) this charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this charter.
- 4) this charter may be renewed for additional periods of five (5) years duration and upon any such renewal a new charter shall be executed by the parties; and
 - 5) this charter can only be terminated in accordance with the provision of `applicable law.

Wherefore, the undersigned, intending to be legally bound hereby set their hands this of 2002.

For the
For the Board of Trustees of Achievement House Educational Services
Board President/Vice President
Board Secretary

Other Appendices

A. Curriculum Goals and Objectives

These items are being scanned.

- 1. Sample Overview of Plato Scope and Sequence (6-Adult)
- 2. Sample Overview of Plato Math Curriculum
- 3. Sample Overview of Plato Reading Curriculum

B. Sample School Week

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	World History*	English 9	World History	English 9	World History
2	World History	English 9*	World History	English 9	Biology
3	Study/Mentor	Study/Mentor	Study/Mentor	Biology*	Biology
4	Lunch	Lunch	Lunch	Lunch	Lunch
5	Spanish 1	Spanish 1	Spanish 1*	Spanish 1	Spanish 1
6	Algebra 1	Biology	Algebra 1	Center Session	English 9
7	Algebra 1	Biology	Algebra 1	Center Session	Algebra 1*

Achievement House Charter School Sample Student Schedule

Study/Mentor is period of review of progress with mentor and then support or pursuit of assigned topics.

Center Session is period(s) in main facility for teacher contact, support and counseling.

APPENDIX C

PROFESSIONAL DEVELOPMENT PLAN

Thomas S. Lubben, EdD.

On behalf of

ACHIEVEMENT HOUSE CHARTER SCHOOL, INC.

June 2002

^{*}Class with 12 others

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PROFESSIONAL DEVELOPMENT PLAN

Teacher progress and development is critical to the future of all schools. To facilitate this growth process, it is important that we develop a comprehensive, collaborative, fair, and reasonably unambiguous set of guidelines for staff. The attached materials will provide teachers with a variety of instruments that will guide the process of professional development and evaluation. Our system is comprised of six major elements: (1) Expectations, (2) Observations, (3) Summative Evaluations, (4) Annual Summary of Professional Development Activities, and (5) Goal Setting for subsequent years of employment. Instruments and forms related to each one of these are attached to this overview.

1. EXPECTATIONS:

It is critical that professionals specifically know what is expected of them. This can be done in a generic (introductory interview) or formal manner (specific job-description). We offer two models for your review and examination.

Rubrics for Teacher Performance: These are a specific list of indicators that will be utilized in your summary performance evaluation. They relate to the five basic categories within your job description and expectations. Your supervisors and administrators will review these with you periodically throughout the course of the year. (Addendum E)

Outline of Duties of the Teacher: This is a sound and generic explanation of the major duties of teachers developed by Dr. Michael Scriven and published in September of 1991. This first appeared in the *Journal of Personnel Evaluation in Education* (1988) and was subsequently revised by the author. (Addendum F)

Although both documents should be carefully reviewed, the Rubric will be the major instrument utilized in the evaluation process.

2. OBSERVATIONS:

Your building administrator will be formally observing your classroom a minimum of twice during each school year. The purpose of these visits is to provide you with productive feedback and information that will assist in your growth process. These observations may or may not be preannounced. They should consist of the majority of a teaching class period. Generally, within one week of the formal observation you will have a conference with the observer and receive a completed formal observation report of your class. Attached you will find a copy of the observation form that will be prepared (Addendum B).

3. SUMMATIVE EVALUATION:

Before the conclusion of the school year, you will be provided with an opportunity to meet with your administrator to discuss your annual evaluation. The annual teacher evaluation (Addendum C) will reflect the five major areas outlined in the Rubrics plus your classroom observations and other information about your performance. The rating scale will focus on 3 general classifications: "Exceeds Standards", "Meets Standards", and "Below Standards". The supervisor will include specific examples to support "exceeds standards" or "below standards". Additional material provided by either the administrator or the teacher may be added to the document.

It is expected that this final activity will be a collaborative effort. To facilitate this activity, it is

expected that the teacher will utilize the instrument to conduct a self-evaluation. The teacher is asked to bring that self-evaluation to the conference.

4. ANNUAL SUMMARY OF PROFESSIONAL DEVELOPMENT ACTIVITIES:

This summary form (Addendum D) provides the teacher with an opportunity to list the professional development activities that they engaged in during the prior school year. This will be a summary of additional course work, conferences attended, professional reading, or any other activities that you can demonstrate supported your professional growth. This will become a part of your personnel file with all other documents.

5. GOAL SETTING:

The outcome of any professional development plan should result in the setting of future goals and activities. This instrument (Addendum A) will be made available to you at your final conference. It should be jointly developed between you and the administrator. This should become your "map" for the next school year.

SUMMARY:

All five listed activities can enhance the operation of our schools and directly impact on the achievement of our students. We hope that as we work cooperatively through this important process, a professional climate will be established, strengthened, and maintained.

Addendum A: Goal Setting Instrument

Addendum B: Classroom Observation Report Addendum C: Annual Teacher Evaluation

Addendum D: Teacher Rubrics

Addendum E: Summary of Professional Development Activities

Addendum F: Generic Duties of Teacher

TEACHER PROFESSIONAL GO	<u>DALS</u>		Addendum A
Teacher Name:	Date of Submission:	For the	School Year:
year: Goals must reflect one or m	we mutually shared input on the follower of the indicators outlined in the at each teacher have between 2 & 4	e summative of	evaluation
Goal: Acti Needed:	vity to Achieve Goal:	Timelines:	Resources

1.

2.			
3.			
4.			
	-		
Teacher Signature	Date	Administrator Signature	Date
This document must be reviewed at the	subsequer	nt annual conference.	
TSL: 8/23/2000			
T. 1			
c. Teacher School Leader			

Addendum B

Classroom Observation

Teacher Name:	Assignment:	Date of Conference:
Date of Observation:	Duration (From/To):	Grade/Subject:
I. Purpose or Focus of the	Observation:	
II. Instructional Objective((s):	
III. Synopsis of Lesson Ob	oserved:	
IV: Teacher Strengths Not	ed:	
	re Growth:	
VI. Specific Recommenda	tion(s)	
VII. Summary Statement:		
Prepared by:	(Administrator's Signature)	(Date)
I have read the above obser		

(Date)

All teachers should receive two formal observations before the conclusion of the school year.

ANNUAL TEACHER EVALUATION

	er Name:	Assignment:		Year:	I	Date
of Conference: Major Duty Outline:			RA	ATING SCAL	E* (Ci	ircle
One)						
ī.	a. In the fields of special competents. In across-the-curriculum subject	ice:	Exceed Standards	Meets Standards	Below Sta	<u>ındard</u>
	-	.S.				
П.	a. Lesson Plans b. Multiple Intelligences c. Pre-Identified Materials and Res d. Learning Styles: e. Relevant to Every Day Life: f. Keeps Good Records: g. Open to Communication with pa h. Student Relationships i. Classroom Management	sources:		Meets Standards	Below Sta	ndard
III.	ASSESSMENT SKILLS: a. Assessment included in plans b. Continuous monitoring of studer c. Holds students accountable for le d. Reports progress to parents e. Test Construction and Administr f. Knowledge about Student Asses	nt performance earning ration Skills	andards Meets St	andards Below St	andard	
IV.	PROFESSIONALISM:		Exceed Standards	Meets Standards	Below	
<u>Standard</u>	 a. Attendance b. Dress c. Gets Along Well with Others d. Works well in Team Situations e. Knowledge of the school and its f. Professional development 	context				
V.	STUDENT ACHIEVEMENT:a. Evidence of Student Progress		Exceed Standards	Meets Standards	Below Sta	<u>indard</u>
VI.	a. Committee work b. Attendance at meetings c. Service at school events		Exceed Standards	Meets Standards	Below Sta	<u>ndard</u>
VII. (25%):	STATUS OF BONU	S:	Read. Scores	(25%): 1	Math. Sc	ores

I	Parent Survey (25%):	Paragon Portfolio (25%):	_: Summary:
	RALL EVALUATION: dards:	Exceeds Standards:	Meets Standards:
Prepared by	·:		
(Date)		(Administrator's Signature)	
I have read	the above annual evaluation	n:	
(Date)	_	(Teacher's Signature)	

Additional material may be added to this document by the teacher within 7 days or receipt. Signature indicates only that the teacher has read the document.

Comments may be written in the space under each indicator. Comments are required for an indicator of "Exceeds Standards" or "Below Standard. Copies will be provided to the Teacher, School Leader, and personnel file.

V. Addendum D SUMMARY OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Tea Le	acher Name: vel:	Subject/ Grade	
Da Ye	te Submitted:ar:	For the School	
	ave participated in the following par, commencing on July 1.	professional development activities during the current school	
No	te:		
1.	This may include courses taken, professional readings, etc.	workshops attended, presentations given, articles written,	
2.	This may not include activities engaged in during whole school staff development or pre-servi sessions.		
	bmitted by (Teacher's Name)	Reviewed by (Administrator's Name)	
	Iministrator Comment:	reviewed by (runninstrator 5 rvaine)	

This document will be added to the teacher's personnel file. TSL: 8/23/00

RUBRICS FOR TEACHER PERFORMANCE

Rubrics are the specific areas and indicators upon which your summative evaluation will be based. These will be reviewed with you throughout the course of the year. Another goal of the use of rubrics is to provide professionals with a less subjective basis for ongoing professional growth. To that end, it is most important that the individual teacher utilizes these rubrics as a guide for reflection and growth. Rubrics addressing the give major areas of the annual teacher evaluation are as follows:

1. Knowledge of Subject Matter:

- A. In the fields of special competence
 - 1. Does not demonstrate up to date knowledge and use of subject matter knowledge
 - 2. Some uses of subject matter knowledge are inappropriate for grade level use
 - 3. Routinely demonstrates up to date and appropriate use of subject matter knowledge
 - 4. Consistently demonstrates up to date use of subject matter knowledge
 - 5. Always demonstrates a current, correct, and comprehensive knowledge of his or her
 - specific subject areas
- B. In across the curriculum subjects: (Reading, Communications, Computers)
 - 1. Does not demonstrate adequate practices in these areas
 - 2. Does not demonstrate adequate practice in two of these areas
 - 3. Needs to strengthen one of these areas
 - 4. Demonstrates excellent practices in two of the three areas
 - 5. Consistently demonstrates excellent practices in all three areas

2. Instructional Skills:

A. Lesson Planning

- 6. Plans are generally inappropriate and not maintained in a timely fashion
- 7. Plans tend to vary from the format and are late on occasion
- 8. Plans are generally in accordance with the format and on time
- 9. Plans are always on time and in accordance with the established format
- 10. Lesson plans are prepared in an exemplary format and maintained in a timely fashion

C. Tailors activities to multiple intelligences

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

D. Pre-Identified materials and resources (materials and resources should be requested

at least two weeks ahead)

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

E. Facilitates variety of learning styles

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

F. Makes learning relevant to every day life

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

G. Keeps good records

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

H. Open to communication with parents, administration

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

I. Communications with Students

- 1. Communication with students is lacking and positive reinforcement is rare
- 2. Positive reinforcement needs to be more regularly employed and communication skills increased
- 3. Generally acceptable communication and positive reinforcement skills
- 4. Communication is regular, appropriate, and uses positive reinforcement when appropriate
- 5. Outstanding communication with students, utilizing the best techniques of positive reinforcement when appropriate

J. Classroom Management

- 1. Serious problems with classroom management have been identified
- 2. Some problems with classroom management have been identified and are in the process of correction
- 3. General classroom management is successful
- 4. Few classroom management issues need further administrative intervention

5. The teacher has full and positive control of classroom management

Assessment Skills:

K. Assessment included in plans

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

L. Continuous monitoring of student performance

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

M. Holds students accountable for learning

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

N. Reports progress to parents

- 1. Rarely
- 2. Somewhat
- 3. Generally
- 4. Usually
- 5. Always

O. Test Construction and Administration Skills

- 1. Many observable weaknesses have been noted
- 2. Some areas of test construction and administration skills need improvement
- 3. Demonstrates acceptable test construction and administration skills
- 4. Demonstrates excellent abilities in test construction and administration skills
- 5. Demonstrates exemplary test construction and administration skills

P. Knowledge about Student Assessment

- 1. Demonstrates very little evidence of background in student assessment
- 2. Has ability to utilize only one or two assessment techniques
- 3. Generally demonstrates the proper use of a variety of student assessments
- 4. Consistently demonstrates a wide range of student assessment techniques in an appropriate manner
- 5. Demonstrates exemplary use of a wide range of student assessment techniques

Professionalism:

Q. Attendance:

- 1. Late more than three times and/ or excessive absences
- 2. Late three times with three or more absences
- 3. Late no more than two times and/or three or fewer absences
- 4. Late no more than one time and/or two or fewer absences
- 5. Always on time and present

R. Appropriate dress (clean and pressed, modest, comfortable and practical for active teaching; no jeans and T-shirts; no advertising or slogans)

- 1. Never dressed appropriately
- 2. Rarely dressed appropriately
- 3. Generally dressed appropriately
- 4. Usually dressed appropriately
- 5. Always dressed appropriately

S. Gets along well with others

- 1. Constantly complains about school policies, staff, children, parents and conditions
- 2. Frequently complains
- 3. Generally is accepting of school
- 4. Usually appears happy about school
- 5. Always displays enthusiasm school

T. Works well as a team

- 1. Does not cooperate with co-workers; is always negative toward suggestions and criticism
- 2. Cooperates with associates when requested to do so; often rejects suggestions or criticism
- 3. Cooperates with associates when requested to do so; follows instructions
- 4. Cooperates freely with associates; usually accepts suggestions or criticism in a constructive manner
- 5. Cooperates freely with associates; always accepts suggestions and criticism in a constructive manner

U. Knowledge of the School and its Contents

- 1. Shows a lack of understanding of the special characteristics of the school
- 2. Demonstrates an understanding of some of the special characteristics of the school
- 3. Generally understands the special characteristics of the school
- 4. Consistently demonstrates an understanding of the special characteristics of the school
- 5. Demonstrates a comprehensive and complete understanding of the special characteristics of the school

V. Professional Development

- 1. The teacher has not demonstrated any additional professional development
- 2. The teacher has engaged in limited professional development activities
- 3. The teacher has made acceptable progress in professional development

- 4. The teacher has engaged in professional development activities well beyond the range of the average staff.
- 5. The teacher has participated in a wide range and exhibited leadership in professional development activities

5. Student Achievement:

- A. Evidence of Student Progress (Review of Report Cards and Standardized Measures)
 - 1. No evidence of student progress has been demonstrated
 - 2. Some evidence of student progress is evident in a few limited areas
 - 3. Student progress is noted in a majority of areas for a majority of students
 - 4. Student progress is noted in most areas for a large majority of students
 - 5. A large majority of students consistently demonstrate progress beyond grade level expectations in all areas.

6. Service:

- B. Committee Work
 - 1. Never participates in school committees
 - 2. Participates in occasional committee work upon request
 - 3. Actively participates in at least one school committee over the course of one year
 - 4. Actively participates in two or more committees
 - 5. Actively participates and demonstrates leadership in two or more committees
- C. Attendance at Meetings
 - 1. Rarely attends either voluntary or formally called school meetings
 - 2. Occasionally is absent from school meetings
 - 3. Attends all meetings on a regular basis
 - 4. Attends and participates in all meetings on a regular basis
 - 5. Attends, participates, and demonstrates leadership in all meetings on a regular basis.
- D. Service at School Events
 - 1. Never attends school events after regular school hours
 - 2. Occasionally attends after school events
 - 3. Attended most after school events, including at least ½ of Paragon Nights
 - 4. Attended most after school events, including at least ³/₄ of Paragon Nights
 - 5. Attends most after school events, including at least ³/₄ of Paragon Nights and has taken an active role in the planning, leadership, and conduct of these events

DUTIES OF THE TEACHER

Michael Scriven¹

I. KNOWLEDGE OF SUBJECT MATTER

A. In the field(s) of special competence

Knowledge about the topics covered in the curriculum should be current, correct, and comprehensive to the depth required. It should be at least enough to ensure that appropriate materials can be selected or prepared, and explained, and that student understanding of them can be appropriately tested; and to ensure that most student questions can be answered correctly. When questions cannot be answered, it must be known where answers can be found quickly. (This requirement of 'resource awareness' should include knowledge of local experts, art galleries, etc., as well as reference works, online databases, and libraries.)

Note 1: Suggested educational backgrounds for minimum subject matter competence are: for high school teachers – two years of successful college study of each subject taught (not including 'methods' courses); for elementary teachers – one year of such study. A degree with a major in the (substantive, not methods) subject should be required where teaching of college preparatory courses is involved.

Note 2: Taking and giving competency tests in subject matter knowledge, or using other measures to ensure the continued presence of the constantly changing appropriate level of knowledge on the part of the teacher is an obligation on the teacher and on the employer, since: (i) even for recent graduates, completion of an accredited training program – or licensing on some other basis – is often not a reliable indicator of appropriate subject matter competence; (ii) for mid-career teachers, some knowledge and skills are likely to have evaporated or become outdated; (iii) other knowledge has been added to that covered in college since they graduated, often representing a large part of the curriculum (e.g. in earth science, social studies, and general biology) and sometimes representing most of it (e.g. in computer studies); (iv) updating is a crucial dimension of continuing professional development as well as accountability, and the professional benefits from an objective record of progress.

B. In Across-The-Curriculum Subjects

(These are often taken to include communication skills (reading, literate writing, listening, speaking), study skills (including note taking), personal/social and vocational skills, computer studies, and critical thinking.) While only a minimum level of competence in teaching these is required, even that includes: a high degree of literacy in writing, speaking, listening, and editing (including a 'proofreading' ability to recognize – and correct – nearly all spelling, punctuation and grammatical errors of the kind that students are likely to make); a modest competence in the use of computers in the classroom and in the school; a strong commitment to making students better learners and not just more learned, and to helping them develop inquiry skills and not just memorization.

-

¹ The list first appeared in "Duty-Based Teacher Evaluation" in *Journal of Personnel Evaluation in Education* (1988) and in revised form in "Evaluating Teachers as Professionals: the Duties-Based Approach", in *Practical Approaches to Teacher Education*, ed. J. and S. Popham (ASCD, 1988) and was further revised in September 1991.

Note: Some of these areas have been added to the obligations of teachers quite recently. With or without adequate pre- or in-service training, they – and other duties in the list below and above – often become part of the explicit obligations of the teacher through a process of social change, sometimes without serious explicit negotiation. While it is a normal part of the obligations of professionals to have to keep up with changes in their field, which substantially increase the amount they have to know, and to some extent that obligation covers new areas, negotiation may be appropriate when the additions are substantial and cover substantially new territory. Of course, it is and should be recognized as career development if teachers take a special interest in one or more of these area and develop well above the minimum level of competency.

II. INSTRUCTIONAL SKILLS

A. Communication Skills

The teacher must be able to communicate information, explanations, evaluations, justifications, expectations, directions, and techniques, to students of the age and abilities that will be encountered in the place of employment. Success in communications requires effectiveness in presentation, sensitivity to the level of listener comprehension (confirmed by appropriate questioning and testing), and skill in the creation, maintenance and rekindling of attention; these often require a sustained effort to make the material fresh and interesting to all parties. Furthermore, the task of teaching requires communication *far retention* that is, not just being understood but being remembered, a further skill. Similar communication skills are required with respect to peers and parents, supervisors, and sometimes community groups. Imagination and creativity can illuminate the presentation process and should be valued, as should be ability to make students enjoy learning, but none of these at the expense of success with straightforward communication of essential learning.

Note 1: Knowledge of the needs, talents, and learning styles of special groups that may be encountered is important, including the hearing- and sight-impaired, physically disabled, emotionally handicapped, identifiable ethnic groups, non-native speakers, fast and slow learners.

Note 2: Knowledge of psychological development is useful only to the extent that it assists with the duties of communication and the choice or construction of appropriate materials. Since individual students develop at a very different rate, and are at very different points in their development at a given age, developmental approaches involve a substantial risk of stereotyping.

B. <u>Management Skills</u>

(i) Management of process

Teachers must have the ability to control classroom behavior so that learning is readily possible — and can be assisted — for all students at all times, while preserving principles of justice and avoiding excessively repressive conditions. Justice requires making clear what the rules and requirements are — and the penalties for breaking them — and enforcing them consistently. Discipline should extend to the maintenance of courtesy as well as the prevention of overt disobedience. Competence in managing students is sometimes said by experienced teachers to require walking a tightrope between over-familiarity on the one hand and over-repression on the other. Classroom control abilities should include the ability to cope with two or three ability levels; with a class using two or three different instructional units; and with a range of class modes including seatwork and homework; one-on-one, whole-class and small-group discussions; questioning, question-answering,

question-stimulating, and listening. (Question-management includes the ability to encourage and deal with student inquiries in such a way as to encourage the inquirer to further exploration – as well as the ability to cut students off when appropriate; and the ability to use questions to the students in such a way as to maintain the involvement of the whole class during and after the first student's response.) The tutoring mode outside the classroom should also be in the teacher's repertoire. The teacher must also know when to call for assistance – and must do so when appropriate. Lack of classroom control leads to disruption in the rest of the school and not just in the classroom where the problem originates, either through noise impact or through the grapevine and student transfer to other classes; and it leads to severe penalties for students who are willing but unable to learn because it is occurring in or near their classroom. Thus disciplinary control is rightly considered a minimum necessary condition for teacher competence. But a quiet classroom is not necessarily a learning classroom, and evaluation systems that reward quietness for its own sake are seriously flawed. Appropriate discipline must also be maintained outside the classroom when the teacher is in charge of non-classroom school activity, for example hall duty, lunchroom or playground supervision, on an excursion, or at sports.

(ii) Management of progress

Beyond discipline is the need to cover the required or designed curriculum content with the appropriate level of student understanding. This is management of learning progress – achievement management – rather than management of classroom process, usually referred to as discipline. In progress management the requirement of efficiency mentioned under communication skills, or the maintenance of the *prerequisites* for progress that is covered by discipline. This is timemanagement in the classroom. It has a micro- and macro-level. At the micro-level, which focuses on individual students, it is desirable though not essential to have the ability to ensure high time-ontask. The macro-level skill, which is concerned with getting the whole class moved through the syllabus, is also facilitated by, but different from, high time-on-task; the latter is one way to get more done, but the former – the essential duty – gets done what has to be done. Time-on-task is aimed at efficiency in the use of minutes in the class hour; overall achievement requires efficient management of the progress of learning through the complete set of class hours, including topic selection, time-on-topic allocation, and test and assignment spacing. Managing progress as well as discipline for several groups working on different materials and at different rates is often seen as the most difficult aspect of contemporary teaching; it was, however, the standard situation in the oneroom schoolhouse.

Note: The ability to engender motivation to learn is at least as desirable for progress as the ability to achieve high time-on-task, and for some teachers it is stylistically incompatible with high time-on-task pressure. Moreover, the value and durability of what is learned is more important than teaching with maximum efficiency; hence, even if what has just been said appears to point in another direction, the teacher must not be overly constrained by planning, must look for and work with 'targets of opportunity' which may come from external news items or unexpected student reactions. Use of this strategy often provides large gains in learning and motivation. Management of progress also involves out-of-class tasks, such as counseling, setting the appropriate amount of homework at the appropriate time, and correcting/returning it with appropriate speed.

(iii) Management of emergencies

Teachers have moral as well as legal responsibility for preventing disasters and coping to the extent reasonably possible if they occur. This often involves some advance planning and practice. Whether or not administrators discharge their responsibilities to arrange fire drills, for example, teachers should train students in getting out and clear of the building. More generally, they should

know what to do in the event of any of the following that is a significant possibility in their area: (1) fire; (2) flood; (3) tornado/typhoon/hurricane; (4) earthquake; (5) volcanic eruption; (6) blizzard; (7) civil disorder (fights, riots, bombs, tear gas, mob, or strikers entering the classroom); (8) violence in the classroom; (9) trauma, notably fractures, snakebite (or spider or scorpion bite), stab or gunshot wounds, burns, electrocution, choking, gas- or chemical poisoning and seizures; (10) other medical emergencies, such s severe bleeding and shock. (Six of the first eight have occurred within the last decade in a number of metropolitan areas around the globe.) Certain classes, such as lab and workshop classes, involve further well-known risks and appropriate training in treatment and preventive procedures. Field trips or overnight stays introduce increased risk of these and other hazards such as shark bite, jellyfish stings, poisonous plant effects and the risk of drowning. These entail the duty of mastering aquatic life saving and CPR (cardiopulmonary resuscitation) techniques, treatment of fractures and hypothermia, and the identification of poisonous plants, snakes, spiders, etc. (The non-existence of training in these coping skills in the usual pre-service and in-service curricula is one of their most serious deficiencies.)

C. Course Construction and Improvement Skills

(i) Course planning

The teacher should be able to develop course plans from a knowledge of the subject and of what is required by the local curriculum regulations and assessment results, together with information – which the teacher may have to obtain by testing (see 2(c)(iv) below) – about student ability/achievement levels in the classes taught, about student and societal needs, and about available resources. (As with successful verbal communication, doing this requires knowledge about hat students in this age group can manage and knowledge of the needs and abilities of special groups.) In some situations, the teacher may have to develop a complete course curriculum, but this would be exceptional below the college level, and should not be expected. However, it should be expected that sub-areas of almost any curriculum would often need new or revised coverage. Course plans may include a list of instructional objectives and activities, but may simply list topics for coverage during the current term (a course outline). These may be supplemented with notes on project, lab, shop, library, homework, test and field trip or internship descriptions, and a time-line, at an appropriate level of difficulty for each class or subgroup. The result must be adequate for use by a competent substitute teacher and a supervisor. Versions of these plans may be provided to the class, if this is helpful rather than inhibitive of note-taking practice, inquiry skill development, and creative opportunism in the choice of topics. Course design should be aimed at maximizing the potential of each student, within the framework of overall student load and the resources available; hence, for mixed-ability classes, it will normally include class work and homework assignments at more than one level. High priorities in instructional design should normally be given to developing skills in investigation, critical thinking, and autonomous position taking in each subject. The teacher's skills should include the ability to determine and deal with the hidden curriculum – of the subject materials and of the school (e.g., value assumptions) – as well as the given curriculum, and to help students understand the relation of their education and achievements to society and to their own futures. It is essential hat the teacher is able to make or deal with changes in the curriculum due to external decisions, local conditions, and the march of time.

Note 1: No requirement is included for detailed lesson plans (behavioral objectives, activities in ten-minute segments, etc.). Although these can be useful devices, especially for beginning teachers, many experienced teachers regard them as not merely unnecessary but as anathema. If required, universally, they would cost a system good teachers, and if not enforced universally, they are unusable for reward or retribution. They should be seen as part of pre-service education and of some remediation, but not as indicators of merit in a teacher. They are part of one style, which can

work well, but not of all good styles. They are not required by substitutes, who frequently ignore them even when they are provided; but substitutes must at least be provided with a list of topics, marked to indicate which have been covered.

(ii) Selection and creation of materials

(Applies to the extent that the teacher is allowed or required to select, modify, and supplement materials.) Teaching materials which are selected or created to fit into the instructional plan should be current, correct, comprehensive, and well-designed or well-selected from available options. The writing and diagrams in handouts must be readable, and writing on the board, flipcharts, or overhead transparencies must be easily readable from the back from the classroom. Materials should, where possible, provide or include references, applications and enrichment suggestions as well as basic instructional assistance (unless this is covered by the text or other materials); where possible they should incorporate a variety of instructional and doctrinal approaches, for the benefit of students who respond better to an approach other than that provided by the teacher's normal approach; alternative viewpoints should be materials to supplement presentations by visitors, trips, relevant current events, etc. (The requisite knowledge under this heading includes any special procedures for designing lessons or materials for groups with special educational needs.)

(iii) Use of available resources

(a) Local:

Appropriate use of school and local area material and people resources, e.g. library, craft workshops, colleagues, field trips, museums, laboratory equipment. This will frequently involve care with checking out, handling, inventorying, returning, and maintaining school materials.

(b) Media:

The teacher should be able to use those audio-visual and computer technologies for which desirable resources are available in the relevant teaching area, such as projectors, computers, and software.

(c) Specialists:

The preceding efforts should be supplemented when appropriate by obtaining assistance from specialist personnel, e.g. curriculum specialists, audio-visual and methods specialists, librarians, school psychologists.

Note: There is no absolute need to use media, specialists, or any external resources in order to do good teaching, but if they are available and will significantly improve teaching this particular subject to these particular students, at a cost which is manageable and significantly less valuable than the benefits, the professional should be able to use them.

(iv) Evaluation of courses, materials, teaching and curriculum

As mentioned briefly at earlier points, the teacher (in and out of class) has to be able to employ discussion, individual interviews, observations, questionnaires and testing to systematically gather and record data for later analysis in order to develop: (a) needs and ability assessments with respect to content, level, approach and pacing; (b) information about the successful curriculum options, materials, and instruction. (These goals do not require individual test results, the need for which is covered below.) The construction of valid rating forms for feedback by students on curriculum, teaching, and materials/activities should be well understood. Systematic and objective evaluations of available materials and approaches, sometimes involving other judges, should be used as the basis for selection and improvement of courses.

A. Knowledge about Student Assessment

(The terms "assessment" and "testing" are here construed in the widest sense, to involve both classification (e.g., identification of learning disability) and determination of the merit of student work.) Assessment may involve the use of informal observation as well as of testing, that is of structured and recorded observation, conversation, project analysis, etc., and the usual paper and pencil tests. Assessment is essential in order to: (i) determine the learning needs of individual students; (ii) determine the success of teaching; (iii) assist students and their advisers and counselors, as well as administrators and other citizens, to make necessary decisions including educational, career, and employment decisions, and resource allocation by the school; and (iv) support curriculum/materials/personnel decisions by teachers and administrators. Testing is also (v) a strong motivator for many students if presented in an appropriate way. Hence it is extremely inappropriate for the teacher to treat testing as if it is some bureaucratic imposition on the process of teaching – it is an essential part of teaching.

The teacher must be familiar with the costs and benefits of testing in general (to teachers, students, and others) and be able to evaluate particular types and examples of tests for qualify, utility, and cost in particular circumstances. This includes an understanding of multiple-choice short- and longanswer essays, structured observation, interview, and project tests. The teacher should be knowledgeable about various modes of testing, such as: verbal vs. written, short vs. long tests and intervals between testing, unannounced vs. pre-announced testing, anonymous vs. signed tests, supervised vs. take-home tests, open vs. closed book (and/or notes) tests; tests administered and scored with or without the teacher knowing which student authored which work. The teacher should understand the difference between: testing for summative, formative and diagnostic purposes; tests for ranking, grouping, and grading; norm-referenced and criterion-referenced tests; and it is highly desirable to understand the use of matrix-sampling and item analysis. If multiplechoice tests are extensively used, it must be understood how to construct them so as to measure higher-order cognitive skills. The teacher should understand: the difference between holistic and analytic scoring and the advantages of each; the design, use and value of coring keys ("rubrics"); and the fallacies of the 'A for effort' approach, the award of an 'F for non-participation', and the 'no higher than C grades because this is the class for slow learners and we must maintain comparability' approach. The teacher should also know: how to solve the problems to which these fallacious approaches are overreactions; typical sizes of test-retest and interjudge marking differences; the magnitude of test-anxiety, teacher expectations, and reading-difficulty effects; the value of students doing some of the grading and explaining; the differences between the information obtainable from observed practice, testing, and grading; and how to identify serious learning disabilities.

B. Test Construction/Administration Skills

The teacher must use their knowledge of assessment to create or select, and properly administer, suitable tests of such types as are useful for the several purposes already mentioned, whether or not external authorit8ies also do s. Tests should normally match the content or skills covered in the teaching *and* in the required curriculum (including assigned out-of-class work), at the appropriate difficulty level. In special circumstances, tests may be designed to match post-school situations rather than course content. Tests should not be confined to factual knowledge since there are important skills and attitudes related to every curriculum as well as important cross-curriculum skills and attitudes. Test questions should normally but unambiguous; not be over cued; have one

and only one correct answer when only one answer is allowed as correct; indicate the marks for or relative importance of each question to the extent possible; relate to useful continuing and future competencies as far as possible; constitute challenging and interesting tasks wherever possible; allow the student to display creativity, understanding and the capacity to synthesize and evaluate – where possible and appropriate; be specific enough to provide evidence to guide instructional activities, counseling, and modification of class materials where that is possible. Administration of tests should follow standard practices or the guidelines provided when the tests are externally required or designed.

C. Grading/Ranking/Scoring Practice

(i) Process

To the extent possible, this must be done so as to avoid bias, especially on essay-type questions, by: using numbers to identify the papers; marking question by question, rather than paper by paper; changing the order in which papers are marked from question to question; remarking early questions to pick up any drift of standards; using and improving a scoring key; getting some externally into the process from time to time (e.g., by bartering marking effort with other teachers). The reasons for each of these procedures should be understood. Assessment should be treated as part of the teaching/learning process; hence graded papers should be returned with explanations of the grade and the chance to appeal, even if they are final examinations.

(ii) Results

The grades that are awarded should pass the usual tests for consistency (equal grades for equal quality / quantity of work); appropriateness (e.g., no Bs or As – or stars or highly laudatory comments – for work that is merely satisfactory for students at that level, no Fs for work that is around the satisfactory level); clarity (e.g., avoidance of long verbal descriptions as substitutes for grades – although they are often helpful as supplements); and helpfulness (e.g., by using standards that relate to the needs of the students and by evaluating parts or aspects of work as well as the whole performance when the work is to be returned to the student).

D. Reporting Student Achievement

(i) Knowledge about Reporting Achievement

The teacher should understand the range of alternative ways in which achievement can be reported, and their advantages and disadvantages for different audiences. Examples include by group or by individual: in person, in writing, by phone, with an without parents present, with and without notification to parents; grading, scoring, and ranking; by components (e.g., behavioral objectives), by dimensions (e.g. originality, level of effort), or globally (holistically); with small or with large numbers of components/dimensions; cumulatively or currently; by using neutral descriptions or evaluative labels (like grades); for the record or off the record. (The teacher may need to assist recipients – e.g., students and parents – with interpretation of some of these; doing so is part of knowing how to report achievement.)

(ii) Reporting Practice

(a) Reporting to the student:

The teacher should inform each student as to the quality of his or her in-class performance (where appropriate), as well as to the quality of his or her performance on each test or assignment. This may be done in class or, if more appropriate, in writing or in personal discussion. It is essential that

the assessment be unambiguous and correct, and helpful about directions for improvement wherever possible. This may or may not include saying how their performance compares to the range of peer responses. Feedback to the class on test performance will often need to include giving the correct answers, explaining the grading/marking standards (and the individual grades when necessary), giving comments on common errors, perhaps distributing examples of (possibly hypothetical) good and bad answers with appropriate comments, and discussing issues of the significance of the results in external contexts (e.g., for team participation, college of job entry).

(b) Reporting to the administration:

In the typical school context, the teacher must provide the administration with information about student performance on a regular and timely basis as required; this includes the identification of problem behavior, deficient effort and deficient achievement. It should also include suggested explanations of any deficiencies, where these are within the teacher's competence.

(c) Reporting to parents, other teachers, and appropriate authorities: The teacher communicates information about the progress of individual students to those with a right or need to know, and only to them. This may include other teachers, if their knowing will assist and will not harm the student.

IV. PROFESSIONALISM

A. Professional Ethics

Knowledge about – and performance in accordance with – the moral standards appropriate to the profession. Examples include: respecting confidentiality of student and personnel records; avoiding favoritism or harassment (sexual or otherwise) of particular students – as well as the appearance of favoritism or harassment; not presenting oneself as representing the school's viewpoint unless specifically empowered to do so; ensuring that cheating does not occur and is reported when it does; avoiding all versions of 'teaching to the test'; assisting with activities such as the development and enforcement of professional ethical standards; not accepting orders or arrangements that compromise professional integrity (such as 'aligning' the curriculum to match a particular test), or staff or student rights; not disobeying such orders when discussion with peers and others is more appropriate.

Note: it is often said that here is a 'duty to respect the views of other teachers'. If this is shorthand for respecting the right of other teachers to express their views, it is correct; but it is often interpreted as implying an obligation to treat the views with respect. Since some of those views are racist or sexist, they deserve no intrinsic respect, and the only example that is set by 'treating them with respect' is one of moral irresponsibility.

B. Professional Attitude

The teacher should set a high value on the well-being of each student and students in general, and on successful, sustained, and valuable learning by each and all of them and by the teacher; should exhibit a positive attitude towards teaching as a vocation; should be able to react to valid criticism constructively rather than defensively; should solicit evaluation of various aspects of job performance from time to time, including student evaluations where possible; should be able to evaluate his or her own overall performance and role in the school and community context (especially as that role changes, perhaps in the direction of greater management responsibility); should be helpful to parents, peers and administration with respect to legitimate requests and cooperative projects; should be helpful to teacher aides; should deal with peers in a courteous fashion,

respecting their right to express their views insofar as doing so does not infringe on the rights of others; should try to provide an appropriate role-model for peers and trainees as well as students; should avoid prejudices related to race, religion, age, gender, political affiliation, etc.; should be punctual and conscientious in performance of duties including attendance at scheduled meetings; should treat – and encourage others to treat – school property with care (as well as reporting facility or support deficiencies); should be compassionate as well as just and business-like in dealing with students; should minimize any penalties for students arising from collective or personal disputes; should be flexible in dealing with the inevitable changes in school organization and policies, curriculum content, and pedagogy that will occur during their career.

Note 1: Being noticeably 'under the influence' of drugs such as alcohol while on duty is evidence of serious misconduct since it adversely affects the capacity to discharge primary duties. It may also affect respect for the individual teacher and the staff in general, with consequent long-term costs in student learning, school morale and support from the community. But being 'under the influence' in the pub on Saturday night is part of the right to enjoy oneself in one's own way, as long as it doesn't interfere with the rights of others. A small rural community may find this distasteful, and it may have bad effects on community support; but such communities may put certain political views in the same category. Teachers cannot be expected to give up their rights because someone does not like to see them exercised.

Note 2: Leadership skills or achievements, often included as desirable for teachers, are inappropriate entries in a list of duties. They make a good basis for selecting future administrators, and they make life easier for administrators, perhaps the reasons why they get mentioned, but they are entirely unnecessary for good teaching. The same applies to 'good at working in groups' unless it is a duty of the position that team-teaching be done. Some committee work is an almost universal obligation, but should be rated on outcomes, not on an assumed ideal process; disagreement is often a more important contribution to outcomes than what is seen as 'being good at working in groups'. 'Works effectively with others in discharging professional duties' is a more reasonable requirement, since such cooperation is almost always part of the job.

Note 3: Counseling (sometimes known as 'pastoral care') skills would be appropriate for some jobs and not for others; the job description should be clear on this point; and the qualifications appropriately specified. Beyond this, the teacher's obligation is only to be able to recognize serious psychological problems, and to refer the student for professional psychological help. It is unprofessional – and dangerous to students – to meddle with problems requiring the skills of a professional psychologist.

Note 4: There is a legal 'duty of care' meaning the duty to take care of students who are in the teacher's charge (especially when they are too young to manage without your help). Beyond this, it is arguable that a teacher should 'care abut them' to the extent of watching for, trying to avoid causing, and trying to ameliorate severe stress. But there is no duty to care of them as if they were the teacher's own children, or even as if the teacher liked them all. This is an area where well-meaning administrators often require more than is appropriate. It is crucial to professional service that 'distancing' be possible, or else the stress load becomes intolerable for many teachers whom the profession and community can ill afford to lose; and for some, objectivity is impaired. The custodial commitment declines with the age of the student, so that at the college level, it is less important that teachers should have some special level of concern for each student's welfare, including their self-esteem. (Concern for student self-esteem never entails that it is appropriate, let alone necessary, to require a pure positive reinforcement strategy in elementary school.) Caring for individual students is not a duty, but on the other hand, such caring cannot be regarded as unprofessional, or as long as it does not compromise fairness to all students.

Note 5: Teachers can not be required to display enthusiasm for their subject matter; doing so it a matter of style, and many good teachers eschew it. Continued interest in the subject matter, like continued interest in teaching, is important, but should be picked up from objective measures, not verbal expressions of enthusiasm.

Note 6: A 'positive attitude' towards teaching, recommended above, is fully compatible with frequent specific criticisms of its condition and management. It is incompatible with unremitting and unconstructive denigration, particularly if expressed in circumstances where it can have a serious effect on the morale of others (especially beginning teachers); and particularly if unaccompanied by efforts to improve matters.

C. Professional Development

Teachers should use their awareness of their own areas of strength and weakness (arising from the systematic self-evaluation mentioned above) as a basis for a process of professional development. The process might focus on items such as the following: work towards an advanced degree that will provably improve their teaching or value to the profession/institution; improvement in time- and stress-management; systematic improvement of class materials and plans; a sequence of experiments with variations of method and/or materials so as to find a path to significant improvement; a systematic reading and study-group effort to keep up with current developments in pedagogy, social thought about education, and educational/text materials in the teacher's area of specialization. It is desirable to set out the results of the preceding efforts in a professional portfolio.

Note: Developing full-scale credentials in a second area, while certainly not a duty of a teacher, is very much to their advantage (in avoiding redundancy and increasing the range of interests), and to the advantage of their school and students. For this reason, it might be supported by the employer, as a legitimate professional development area, once any weaknesses in the area of main responsibility are remedied. The second area might be a recognized curriculum area, but it also might – with benefit to both parties – be a vocational area (e.g., business experience) or one of the ubiquitous areas like computers.

D. Service to the Profession

(i) Knowledge about the profession

Without some knowledge about the profession (i.e., its nature, role, history, current problems and issues), there can be little effective service to it; without service to it, there is little of the profession about it. Knowledge about the teaching profession should include a sense of the importance of experience and the limitations of research, as well as a sense of the importance of research and the limitations of (any one teacher's) experience.

(ii) Helping beginners and peers

Providing systematic as well as informal assistance to beginners and student teachers should be regarded as part of the essential commitment to professionalism. Providing help to peers who request it – sometimes taken to be part of 'collegiality' – is virtuous although not an obligation if it conflicts with other duties.

(iii) Work for professional organizations

Examples include working on or contributing to a newsletter or journal, organizing a study group or making seminar arrangements, or working for a union or professional subject-matter association. (These activities and those mentioned next would normally be regarded as in the category of 'appropriate though not mandatory').

(iv) Research on teaching

Contributions to the knowledge base from which the professional draws its skills and expertise are extremely important. Although these contributions are often made by non-practitioners – for example, many educational researchers – practitioners are in a position to make very valuable contributions. Many will not have the time or the interest required to make a significant contribution to this area, but it is a most appropriate way to serve the profession.

E. Knowledge of duties

Includes knowledge of the law and regulations applying to teachers and schools in a district or a state, s well as the expectations or policy at a particular school. (Examples of the latter include such matters as: attendance at staff meetings; division of responsibility in team teaching situations; policy on teaching of 'across-the-curriculum' subjects, e.g. writing/spelling, computing; expectations with respect to out-of-class activities – syllabus design, materials, selection, contacting parents, school projects, clubs and societies, special student reviews, trips and recreational activities). Includes understanding the curriculum requirements, and the duties in the list below. Includes understanding that the obligation to follow orders and regulations must be given substantial weight by the teacher, regardless of agreement with them, although doing so never constitutes an excuse for unprofessional or unethical conduct.

F. Knowledge of the School and Its Context

Includes an understanding of the special characteristics, background, and ideology of the school, its staff and students, and its environment (the community and the natural environment). This task is often – and wrongly – thought not to be a duty or to be a trivial task because the relevant insights

will be acquired automatically. But the knowledge referred to here is useful or essential in performing many duties such as: (i) the duties of being a responsible citizen of the community; (ii) the needs assessment used in planning lessons and curricula (you should know about jobs available, languages spoken, family educational level); (iii) the resources inventory (e.g., parks, libraries, museums, colleges, factories, cultural centers, businesses and industries, local experts and the school's own resources) that is important in instructional planning. Knowledge of the school also assists with determining what standards of grading to use, whether and how much homework to set (and how to treat those who do not do it) and what standards of dress and conduct – in school and out – to adopt or enforce. Knowing something about the wider context of education in the state and country, and – at least to some extent – in other countries, now and in the past, provide a valuable perspective which reduces the chance of re-inventing the wheel – round or square – along with reducing the tendency to claim that wheels are impossible. Knowledge of context should include a good understanding of how this particular educational institution is managed, how it is influenced – by what and whom, and how quickly or slowly; and in particular how the individual teacher and the teacher's profession or bargaining organizations can and can not influence its working.

V. OTHER SERVICE TO THE SCHOOL

Apart from the above, teachers have other duties in a school, ranging from committee work and attendance at meetings where policy changes are explained or discussed, to taking attendance, developing and reacting to curriculum changes, supervision of playgrounds or study halls, service at school events or on community-school committees, etc. These duties vary greatly from school to school, sometimes between different management regimes in the one school at different times, and as between staff of differing seniority. They often but not always involve skills in working in groups, but such skills are more important as a requirement for future administrators than for teachers. Skill in performing others of these duties may be very important; for example, skill in enlisting support from parents in the enterprise of motivating and assisting their children. Since the school often can not run or can not run well without teachers performing these duties, they should not be regarded as minor, or dispensable, or an imposition on teachers; they are and always have been part of the job.

Appendix D

AMENDED AND RESTATED BYLAWS

Achievement House Charter School II Inc.

ARTICLE I - OFFICES

- 1. The registered office of the Corporation shall be at 1021 West Lancaster Avenue, Bryn Mawr, Montgomery County, PA 19010.
- 2. The Corporation may also have offices at such other places as the Board of Directors may from time to time appoint or the activities of the Corporation may require.

ARTICLE II – SEAL

1. The corporate seal shall have inscribed thereon the name of the Corporation, the year of its organization and the words "Corporate Seal, Pennsylvania."

ARTICLE III – MEMBERS

1. The Corporation shall have no members.

ARTICLE IV – PURPOSES

1. The Corporation is a nonprofit corporation organized for the purposes set forth below:

The mission of the Achievement House Charter School is to provide a comprehensive middle and high school curriculum (and subsequent diploma) to students who may be at risk for a variety of reasons. The school will combine a unique use of the Internet for teaching supplemented by extra materials and with intensive student/teacher and mentor contact plus advanced technological tools. The goal is to provide constant monitoring and support for the students both academically and otherwise.

The school is committed to serving a diverse student population representative of the area. The school is an Equal Opportunity Employer and will employ strategies and policies to conform with state and federal mandates in order to insure that no racial, ethnic, or gender discrimination exists in either the identification of students or hiring of staff.

ARTICLE V – DIRECTORS

1. The business and affairs of this Corporation shall be managed by its Board of Directors, not less than five (5) nor more than nine (9) in number, who shall be natural persons of full age and

who need not be residents of this State. The members of the Board should reflect the diversity of interests of the community and the necessary expertise to operate a school effectively. The Executive Director and School Leader shall be an ex officio, non-voting member of the Board and there may be three (3) honorary, non-voting members of the Board.

- 2. With the exception of the ex officio directors from the cabinets whose terms shall be for one (1) year and the Executive Director whose term is governed by his or her length of employment, the remaining directors shall be divided into three (3) groups with the term of office of one (1) group expiring each year. At the annual meeting in 2002, members of the first group shall be elected to hold office for a term expiring at the next succeeding annual meeting; members of the second group shall be elected to hold office for a term expiring at the second succeeding annual meeting; and members of the third group shall be elected to hold office for a term expiring at the third succeeding annual meeting. At each annual meeting held after 2002, directors shall be elected for a three (3) year term to succeed those whose terms expire at that meeting. When the number of directors is changed, any newly created directorships or any decrease in directorships shall be so apportioned among the groups at to make all groups as nearly equal in number as possible. Any director elected to fill a vacancy shall hold office for the unexpired portion of the term of the director whose place he or she has been elected to fill, even though that term may extend beyond the next annual meeting of shareholders.
- 3. With the exception of those directors whose first term expires on or before May 2005, no director shall serve more than three (3) consecutive terms.
- 4. Not less than thirty (30) days prior to each Annual Meeting of the Board of Directors, the Nominating Committee of the Board of Directors shall nominate for election by the full Board of Directors, persons to serve as directors of the Corporation following the expiration of the terms of the then-current directors. At each Annual Meeting of the Board of Directors, the Board shall elect the new directors of the Corporation.
- 5. In addition to the powers and authorities by these By-Laws expressly conferred upon them, the Board of Directors may exercise all such powers of the Corporation and do all such lawful acts and things as are not by statute or by the Article or by these By-Laws directed or required to be exercised or done by the members.
- 6. The meetings of the Board of Directors may be held at such times and at such place or places within this Commonwealth or elsewhere, as a majority of the directors may from time to time appoint, or as may be designated in the notice calling the meeting.
- 7. Written or personal notice of every meeting of the Board of Directors shall be given to each director at least ten days prior to the day named for the meeting.

- 8. Members of the Board of Directors, or any committee thereof, may participate in a meeting of the Board or such committee by means of a telephone conference or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by this means shall constitute the presence of the person at the meeting.
- 9. A majority of the directors in office shall be necessary to constitute a quorum for the transaction of business, and the acts of a majority of the directors present at a meeting at which a quorum is present shall be the acts of the Board of Directors. Any action which may be taken at a meeting of the directors may be taken without a meeting if a consent or consents in writing setting forth the action so taken shall be signed by all of the directors in office and shall be filed with the Secretary of the Corporation.
- 10. The Board of Directors may, by resolution adopted by a majority of the directors in office, establish one or more committees to consist of one or more directors of the Corporation. Any such committee, to the extent provided in the resolution by the Board of Directors or in the By-Laws, shall have and may exercise all of the powers and authority of the Board of Directors, except that no such committee shall have any power or authority as to the following:
- (a) The submission to directors of any action required by statute to be submitted to the directors for their approval.
 - (b) The filling of vacancies in the Board of Directors.
 - (c) The adoption, amendment or repeal of the By-Laws.
 - (d) The amendment or repeal of any resolution of the Board.
- 11. The Board may designate one or more directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member of a committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not he or they constitute a quorum, may unanimously appoint another director to act at the meeting in the place of any such absent or disqualified member. Each committee of the Board shall serve at the pleasure of the Board.
- 12. No member of the Board of Directors may receive compensation for his or her services as a Board Member. The position of Executive Director may have compensation fixed by the Board recognizing that the Executive Director is designated as a non-voting member of the Board of Directors.
- 13. A contract or transaction between the school and one or more of its directors, directors or officers of the school or have a financial interest, should not be void or between the school and any organization in which one or more of the directors are voidable solely for that reason, or solely

because the director is present at or participates in a meeting of the Board of Directors which authorizes the contract or transaction or solely because his or their votes are counted for such purpose if the material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board of Directors and the Board in good faith authorizes a contract or transaction by affirmative vote of majority of the disinterested directors.

- 14. The entire Board of Directors, or a class of the Board, where the Board is classified with respect to the power to select directors, or any individual director, may be removed from office without assigning any cause. In case one or more directors are so removed, new directors may be elected at the same meeting. No individual director shall be removed unless the entire Board or class of the Board is removed in case sufficient votes are cast against the resolution for his removal, which, if cumulatively voted at an annual or other regular election of directors, would be sufficient to elect one or more directors to the Board or to the class.
- 15. The Board of Directors may declare vacant the office of a director if he is declared of unsound mine by an order of court, or is convicted of felony, or if within sixty days after notice of his election, he does not accept such office either in writing or by attending a meeting of the Board of Directors and fulfill such other requirement of qualification as the By-Laws may specify.
 - 16. The Board of Directors is empowered to dismiss an employee based on the recommendation of the Executive Director, in full accordance with the employee's contract and existing Board policy. The Board of Directors shall not engage in arbitrary and capricious reasons in the dismissal process.

ARTICLE VI – OFFICERS

- 1. The executive officers of the Corporation shall be chosen by the Board of Directors, and shall be an Executive Director, President, Secretary, Treasurer and such other officers and assistant officers as the needs of the Corporation may require. The President and Secretary shall be natural persons of full age; the Treasurer, however, may be a corporation, but if a natural person, shall be of full age. They shall hold their offices for a term of one year, with the exception of the founding Executive Director, who shall serve an initial five-year term to ensure stability. They shall have such authority and shall perform such duties as are provided by the By-Laws and as shall from time to time be prescribed by the Directors. It shall not be necessary for the officers to be directors and the same person may hold any number of offices. The Board of Directors may secure the fidelity of any or all such officers by bond or otherwise.
- 2. Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights of any person so removed.
- 3. The Executive Director shall be the chairperson of the Board of Directors and shall preside at all meeting of the Directors at which he or she is present. Subject to the control of the

Board of Directors and within the scope of their authority and any of its committees, the Executive Director shall:

- (a) have general and active management of the affairs of the Corporation;
- (b) see that all orders and resolutions of the Board and its committees are carried into effect;
- (c) appoint and remove subordinate officers and agents, other than those appointed or elected by the Board of Directors, as the business of the Corporation may require;
 - (d) have custody of the corporate seal, or entrust it to the Secretary;
- (e) act as the duly authorized representative of the Board in all matters, except where the Board has formally designated some other person or group to act; and
- (f) in general perform all the usual duties incident to the office of Executive Director and any other duties that may be assigned to that person by the Board of Directors. The Executive Director shall report as directed to the Board of Directors on matters relating to the Corporation.
- (g) The Executive Director may be granted a salary from the board of trustees. Once salaried, the Executive Director will be an ex-officio, non-voting member of the board.
- 4. The President, in the absence of the Executive Director, shall preside at all meetings of the Directors and shall have such authority and perform such duties as the Board of Directors may from time to time designate. He shall execute bonds, mortgages and other documents requiring a seal, under the seal of the Corporation. He shall be EX-OFFICIO, a member of all committees and shall have the general powers and duties of supervision and management usually vested in the office of President.
- 5. The Secretary shall attend all sessions of the Board and act as clerk thereof, and record all the votes of the Corporation and the minutes of all its transactions in a book to be kept for that purpose; and shall perform like duties for all committees of the Board of Directors when required. He shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the Board of Directors or President, under whose supervision he shall be. He shall keep in safe custody the corporate seal of the Corporation, and when authorized by the Board, affix the same to any instrument requiring it.
 - 6. The Treasurer shall have custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the corporation, and shall keep the monies of the Corporation in a separate account to the credit of the Corporation. He shall disburse the funds of the Corporation as may be ordered by the Board, taking proper vouchers for such disbursements, and shall render to

the President and directors, at the regular meetings of the Board, or whenever they may require it, an account of all his transactions as Treasurer and of the financial condition of the Corporation.

ARTICLE VII – VACANCIES

- 1. If the office of any officer or agent, one or more, becomes vacant for any reason, the Board of Directors may choose a successor or successors, who shall hold office for the unexpired term in respect of which such vacancy occurred.
 - 2. Vacancies in the Board of Directors, including vacancies from an increase in the number of directors, shall be filled by a majority of the remaining members of the Board, though less than a quorum, and each person so elected shall be a director until his successor is elected by the Board, who may make such election at the next annual meeting of the Board, or at any special meeting duly called for that purpose and held prior thereto.

ARTICLE VIII - BOOKS AND RECORDS

- 1. The Corporation shall keep appropriate, complete and accurate books or records of account. The records provided for herein shall be kept at either the registered office of the Corporation in this State, or at its principal place of business wherever situated.
 - 2. Every Director shall, upon written demand under oath stating the purpose thereof, have a right to examine, in person or by agent or attorney, during the usual hours for business for any proper purpose, books and records of account, and records of the proceedings of the Directors, and to make copies or extracts there from. A proper purpose shall mean a purpose reasonably related to the interest of such person as a Director. In every instance where an attorney or other agent shall be the person who seeks the right to inspection, the demand under oath shall be accompanied by a power of attorney, or such other writing which authorizes the attorney or other agent to so act on behalf of the Director. The demand under oath shall be directed to the corporation at its registered office in this Commonwealth or at its principal place of business wherever situated.

ARTICLE X – TRANSACTION OF BUSINESS

1. The corporation shall make no purchase of real property, nor sell, mortgage, lease away or otherwise dispose of its real property, unless authorized by a vote of two-thirds of the members

in office of the Board of Directors. If the real property is subject to a trust, the conveyance away shall be free of trust and the trust shall be impinged upon the proceeds of such conveyance.

- 2. Whenever the lawful activities of the corporation involve, among other things, the charging of fees or prices for its services or products, it shall have the right to receive such income and, in so doing, may make an incidental profit. All such incidental profits shall be applies to the maintenance and operation of the lawful activities of the corporation, and in no case shall be divided or distributed in any manner whatsoever among the directors or officers of the corporation.
 - 3. All checks or demands for money and notes of the corporation shall be signed by such officer or officers as the Board of Directors may from time to time designate.

ARTICLE XI – ANNUAL REPORT

- 1. The Board of Directors shall present annually a report to each of the school districts whose students are eligible for admission to the charter school and to the Commonwealth Of Pennsylvania Secretary of Education, verified by the President and Treasurer or by a majority of the directors, showing in appropriate detail, the following:
 - (a) The assets and liabilities, including the trust funds of the corporation as of the end of the fiscal year immediately preceding the date of the report.
 - (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report.
 - (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respects to each trust fund held by or for the corporation.
 - (d) The expenses or disbursements of the corporation for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation.
 - (e) Any additional information required by Pennsylvania. This report shall be filed with the minutes of the meeting of directors.

ARTICLE XIII – NOTICES

1. Whenever written notice is required to be given to any person, it may be given to such person, either personally or by sending a copy thereof by first class mail, postage prepaid, telefacsimile or by telegram, charges prepaid, to his address appearing on the books of the corporation, or, in the case of directors, supplied by him to the corporation for the purpose of notice. If the notice is sent by mail, telefacsimile or by telegraph, it shall be deemed to have

been given to the person entitled thereto when deposited in the United States mail, when confirmation of telefacsimile is received, or with a telegraph office for transmission to such person. A notice of meeting shall specify the place, day and hour of the meeting and any other information required by statute or these By-Laws. When a special meeting is adjourned, it shall not be necessary to give any notice of the adjourned meeting or of the business to be transacted at an adjourned meeting, other than by announcement at the meeting at which such adjournment is taken.

2. Whenever any written notice is required to be given under the provisions of the statute or the Articles or By-Laws of this corporation, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Except as otherwise required by statue, neither the business to be transacted at nor the purpose of a meeting need be specified in the waiver of notice of such meeting. Attendance of a person at any meeting shall constitute a waiver of notice of such meeting, except where a person attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened.

ARTICLE XIII – MISCELLANEOUS PROVISIONS

- 1. The fiscal year of the corporation shall begin on the first day of July.
- 2. One or more persons may participate in a meeting of the Board by means of conference telephone or similar communications equipment by means of which all person participating in the meeting can hear each other. Participation in a meeting pursuant to this section shall constitute presence in person at such meeting.
- 3. So long as the corporation shall continue to be organized on a nonstock basis, the Board of Directors shall have authority to make capital contributions in such amounts and upon such terms as fixed by the directors in accordance with the provisions of Section 5541 of the Nonprofit Corporation Law of 1988.
 - 3. The Board of Directors, by resolution, may authorize the corporation to accept subventions from nonmembers on terms and conditions not inconsistent with the provisions or Section 5542 of the Nonprofit Corporation Law of 1988, and to issue certificates therefore.

ARTICLE XIV - INDEMNIFICATION

The corporation shall indemnify each person who is or was a trustee, director, officers, or employee of the corporation, or of any other corporation which he served as such at the request of the corporation, against any and all liability and reasonable expenses that may be incurred by him in connection with or resulting from any claim, action, suit or proceeding (whether brought by or in the right of the corporation or such other corporation or otherwise), civil or criminal, or in connection with an appeal relating thereto, in which he may become involved, as a party or otherwise by reason of his being or having been a trustee, director, officer, or employee of the corporation or of such other corporation, or by his reason of any past or future action taken or not taken in his capacity as such trustee, director, officer or employee, whether or not he continues to be such at the time such liability or expense is incurred, provided such person acted in good faith in what he reasonably believed to be the best interests of the corporation or such other corporation, as the case may be, and, in addition, in any criminal action or proceeding, where he had no reasonable cause to believe that his conduct was unlawful. As used in this Articles, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlements by, a trustee, director, officer or employee, other than amounts paid to the corporation itself or to such other corporation served at the corporation's request.

The termination of any claim, action, suit or proceeding, civil or criminal, by judgment, settlement (whether with or without court approval) or conviction or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a trustee, director, officer or employee did not meet the standards of conduct set forth in the first sentence of this Article, except where there shall have been a judgment rendered specifically finding that the action or conduct of such trustee, director, officer or employee constituted negligence or misconduct.

Any such trustee, director, officer or employee referred to in this Article who has been wholly successful, on the merits or otherwise, with respect to any claim, action, suit or proceeding of the character described herein shall be entitled to indemnification as of right. Except as proved in the preceding sentence, any indemnification hereunder shall be made at the discretion of the corporation, but only if (1) the Board of Directors of the Achievement House Charter School Inc., acting by a quorum consisting of directors who are not parties to (or who have been wholly successful with respect to) such claim, action, suit or proceeding, shall find that the trustee, director, officer or employee has met the standards of conduct set forth in the first sentence of this Article, or (2) independent legal counsel (who may be the

regular counsel of the corporation) shall deliver to it their written advice, that, in their opinion, such trustee, director, officer or employee has met such standards. Expenses incurred with respect to any such claim, action, suit or proceeding may be advanced by the corporation prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless it shall ultimately be determined that he is entitled to indemnification under this Article. The rights of indemnification provided in this Article shall be in addition to any rights to which any person concerned may otherwise be entitled by contract as a matter of law, and shall inure to the benefit of the heirs, executors and administrators of any such person.

ARTICLE XV – AMENDMENTS

1. By-Laws may be adopted, amended or repealed by the vote of Directors entitled to cast at least a majority of the votes which all Directors present are entitled to cast thereon at any regular or special meeting duly convened after notice to the Directors of that purpose.

	Adopted thisday of	, 2001.
ATTEST:	Achievement House Cha	rter School Inc.
By:	By:	
	Secretary	President
I	certify the foregoing to be true and correc	ct Amended and Restated Bylaws of the
Achievement H	ouse Charter School Inc.	
		Secretary
Т	The original Bylaws were adopted on	

Appendix D (continued)

501 (c) 3 Confirmation

This document is being scanned and will be submitted later.

Appendix E

Resumes of Board of Directors

Some resumes are being scanned.

Cheryl A. VanBuskirk

11 East Clearfield Road Havertown, PA 19083 610-527-3915 (w) 610-449-9597 (h)

Professional Experience

Country Day School of Sacred Heart 2000- Present

Bryn Mawr, PA

Director of Upper School

Achievement House, Inc. 1993-2000

Bryn Mawr, PA

Director

Montessori Children's House 1991-1993

Wayne, PA

Administrative Director

Country Day School of Sacred Heart 1970-1989

Bryn Mawr, PA

Dean of Academics

Education

Professional Coursework and Workshops

PA Academy of Fine Arts, Wayne Art Center 1977-1990

Workshop in Gifted Education;

The Work of J. Renzuli 1985

Workshop in Learning Disabilities-

Sponsored by Jefferson Medical College 1982

Barnes Foundation 1976-1979

Merion, PA

First and Second Year Courses:

Taught by Violet DeMazia

Temple University/Tyler School of Art 1972-1975

Philadelphia, PA

Masters in Education, Art Education

Skidmore College 1965-1969

Saratoga Springs, NY

Bachelor of Science, Art and English

GWEN POLK Park Plaza Condominiums 3900 Ford Road, Unit 2-I Philadelphia, PA 19131 (215) 473-5286 [voice and fax]

SUMMARY Dynamic, results-oriented EDUCATOR and BUSINESS PROFESSIONAL with track record of successfully developing, coordinating and executing widely-diversified special projects from concept through completion.

EDUCATIONAL

2001-Present UNITED NEGRO COLLEGE FUND, Philadelphia, PA

Assistant Area Development Director

Developing strategic plans to energize key resources for today and tomorrow.

1999-2001 NAACP, Philadelphia, PA

Training Consultant

1999 **PEIRCE COLLEGE**, Philadelphia, PA

Special Seminars Instructor

Responsible for developing and conducting a series of seminars for adult students.

1997-1999 **ROSEMONT COLLEGE**, Philadelphia, PA

Director, Summer Success Program

Responsible for implementing, coordinating, supervising, and evaluating tutorial program in which Rosemont students tutor a select group of Philadelphia public high schools in areas which include, but are not limited to, English, Math, Spanish, and Computer Science. The goal was to facilitate their application for and entrance into college.

1981-1984 INROADS/PHILADELPHIA, INC., Philadelphia, PA

Special Events Coordinator

Developed and supervised various government/educational/corporate gatherings designed for public high school and college students. Groomed students in interviewing skills, public speaking, and business dress.

1965-1978 PHILADELPHIA PUBLIC SCHOOLS SYSTEM, Philadelphia, PA English Department Head/ English and Reading Instructor

BUSINESS

1982-1991 **WALNUT STREET THEATRE,** Philadelphia, PA

Director of Telemarketing

Provided organization leadership in telemarketing effectiveness. Designed and implemented all stages of company's telemarketing subscriptions and fund-raising campaigns.

CONSULTING PROJECTS

70th ANNIVERSARY COMMITTEE for the Dixie Hummingbirds Associate Producer

Responsible for producing, coordinating, and executing yearlong, national series of events in historical tribute to the longest-surviving group in all music history.

WALNUT STREET THEATRE, Philadelphia, PA

Capital Campaign Associate Manager

Organized and conducted theatre's first capital telefund-raising campaign.

THE DEVELOPMENT CENTER, Philadelphia, PA

International, for-profit fund-raising firm.

Director of Sales

FREEDOM THEATRE, Philadelphia, PA

Director of Marketing, Sales, and Communications

Analyzed, developed, and executed measures to enhance operations and elevate public image. Interfaced with community at-large, business persons and political representatives

OTHER

- Achievement House- SAT, Reading and Study Skills Tutor
- Wharton Business School of the University of PA- Alumni Telefund-raiser
- Cheyney University- Classes of '65-67 Reunion Co-Chair
- Israeli Victims of Seud Attacks- Fundraiser/ Facilitator
- Hodges Family Association- Reunion Chair, Historian/Publisher
- Philadelphia 76ers Basketball Club- Season Package Sales
- Jewish Film Festival- Subscription Sales
- SEPTA/Mass Transit Authority- Ad Sales, Layout Consultant
- Tri-State Black Media- Television and Radio Advertising
- Liberty Federal Savings and Loan-Stock Conversion Manager
- Tucker & Associates- Fundraiser for Homeless Women and Children
- WWBZ Radio- Producer/Host
- Graterford Prison- Work Release Program Coordinator

EDUCATION Temple University—Graduate work English/Communications Cheyney University—B.S. English/Reading NBS Radio—On-Air Training Certificate

Wallace H. Wallace Achievement House Educational Services 1021 West Lancaster Avenue, Suite 208 Bryn Mawr, PA 19010

Current Positions

- Director of Achievement House Educational Services, Inc. 1997 to present
- Chairperson Achievement House, Inc.: A tutoring service for academic areas, study skills and test preparation. 1986 to present
- Chairperson of The Wagner Group: A New York market research firm which specializes in new product testing and evaluation of magazine covers. 1990 to present.
- Advisory Board for Hill Top Preparatory School 2000 to present
- Board of Directors of Valley Day School 1980-83

Work History

- Founder and Chairperson of ARBOR Inc, a company with several dozen training centers for welfare recipients and "at risk kids". Also conducted market research and communication studies for companies such as DuPont, Hershey Foods, Coca-Cola. 1963-1990
- Vice President of Courtney and Company. Directed research project primarily for the Federal Aviation Agency. Their focus was the design and evaluation of Air Traffic Control Systems. 1958-1963
- Research Assistant in Psychology Department and Assistant Project
 Director on research contracts for the Air Force and the Army Signal
 Corps.
 1951-58.

Education

- Princeton University, BA, Psychology with Honors, 1950
- University of Pennsylvania, MA, Psychology, 1952
- University of Pennsylvania, Ph.D., Social Psychology, 1958

Appendix F. Financial Documents (Budget)

These pages are being scanned

Appendix G: Teacher and Mentor Schedules

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	World History				
2	Student Work	U.S. History 1	U.S. History 1	U.S. History 2	Student
	Review				Review
3	U.S. History 1	World History	Student	U.S. History 1	U.S. History 1
			Review		
4	Lunch	Lunch	Lunch	Lunch	Lunch
5	Center Session	Center	U.S. History 1	Center Session	U.S. History 1
		Session			
6	World History	U.S. History 2	World History	Student	World History
				Review	
7	Team Planning	Team	Center Session	Team Planning	Center Session
		Planning			

Achievement House Charter School Teacher Schedule*

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Home visit	Home visit	Tutoring	Tutoring	Tutoring
2	1 on 1 w student	1 on 1	1 on 1	1 on 1	1 on 1
3	Progress review	Prog. review	Prog. review	Prog. review	Prog. review
4.	Lunch	Lunch	Lunch	Lunch	Lunch
5	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
6.	Assist Center	Assist Center	Assist Center	Assist Center	Assist Center
7.	Plan w Teach.	Plan w Teach.	Plan w Teach.	Assist Center	Assist Center

Achievement House Charter School Sample Mentor Schedule

This model is based on 25 students assigned to each Mentor and Initial school cadre of 100 Freshmen, 75 Sophomores, and 25 Juniors.

^{*}This model would be replicated by all full time teachers based on 12 students per session and 100 Freshmen, 75 Sophomores, and 25 Juniors.

Home visits and 1 on 1 with counselees may be accomplished outside of normal school hours with permission of the site director and appropriate logs maintained.

Progress review refers to the assessing the progress of each charge with computer print outs of their progress on the previous day and taking corrective action.

Appendix H. Employee Contract

This item is being scanned.

Appendix I. Hiring and Dismissal Policies

These items are being scanned.

Appendix J. Time Line

Date April 2002

TIMELINE — Achievement House Charter School

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS			
PHASE ONE: STAF	PHASE ONE: START UP ACTIVITIES- PREDICATED ON 9/1/03 OPENING					
Mission Development	Completed					
Board Formation	Completed					
Board Incorporation	Completed					
Initial Contact with State Officials	Completed					
Establishment of Timeline	April 2002	T.S. Lubben				
Preliminary Site Identification(s)	May 2002	W. Wallace/ Bd.				
By-Law Development	May 2002	T.S. Lubben/Bd. Appr.				
Identification of Preliminary						
Resources						
a. Legal	Completed					
b. Developer/ Architect	Not Needed					
c. Public Relations	October 2002					
d. Fiscal Assistance	May 2002					
e. Educational Expertise	March 2002	T.S. Lubben, W.				
		Wallace				
Start Up Grant Identification	Not Applicable ?	T.S. Lubben				
Review of the State Application	Completed					
Charter Application Completion	July, 2002	T.S. Lubben, Wallace				
Submission Process	August 30, 2002					

Discussions with Agency to which charter would be submitted	May/ June 2002	Lubben/Wallace	Relates to above
Decisions on Reapplication or Appeal	Oct. 15 th	Board of Directors	

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
SITE ISSUES – Thes	<mark>e are minimal issu</mark>	es in the Achieven	nent Model.
Identify site	Prior to Submission	Wallace	
Financing secured	After/ Upon Approval	Wallace/ Lubben	We should have all forms completed by end of August
Preliminary inspection made	Nov. 2002	Bd. Site Committee	
Signed lease/purchase & sales agreement	Nov. 2002		
Issuance/awards of bids for renovation	Probably not needed.		
Final inspection and occupancy certificate	Prior to Opening (8/03)		
Completion of renovations	Prior to Opening (8/03)		
Acquisition of furniture and materials	July 2003	M. Cobin	
Phone lines/numbers	July 2003	M. Cobin	
TI line installed if needed	July 2003	M. Cobin	
Utilities: - Electric	July 2003	Landlord	

- Gas/Oil	July 2003	44	
- Water	July 2003	11	
- Sewer	July 2003	11	

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
	SITE ISSUES (Cont'd)	
Building Services:	This is all by July 2003.		
- Trash	Landlord		
- Cleaning	"		
- Local electrician	"		
- Local plumber	"		
- HVAC contractor	"		
- Locksmith	"		
- Snowplowing	"		
Cert. Of Occupancy to DOE	July 2003		
First day of school	August 2003		

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
	ADMINIS1	RATION	
Hire attorney	Completed		
Submit grant application	On a rolling basis, preliminary grant awarded.		
Adopt Certificate of Incorp. And By- Laws	Completed		
Reorganize Board	August 2003	W. Wallace	
Establish board meeting schedule	August 2003	W. Wallace	
Adopt school policies:			
- Code of Conduct	June 2002	Lubben/ Wallace	
- Salary schedule	June 2003	Lubben/ Wallace	
- Performance bonus plan	August 2003	Board Review	
Approve:			
- Start up budget	May, 2002	Wallace	
- Bids for furniture	Jan., 2003	Corbin	
- Bids for computers	Jan. 2003	Wallace	
- Enrollment meeting schedule	Feb./ March 2003	Wallace	
- Costs for marketing	June 2002		
- Student dress code	Not Applicable		
Adopt: (By Board)			
- Faculty bonus plan	Nov. 2002		If so desired.
- Student calendar	June 2002		

- Student Code of Conduct	June 2002	Lubben/ Wallace	

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
EDU	CATIONAL/OPERA	TIONS PROGRAM	
Finalize curriculum adoption	June 2002	T. Lubben/ Wallace	Continue to review others
Determine assessment mechanism	June 2002		Terra Nova & Plato
Student orientation developed	August, 2003		
Administer base line assessment	Upon enrollment (March – Sept. 2003)		
Order:			
- Curriculum materials	March, 2003		
- Classroom/Office equipment	March		
- Computers	March		
- Consumables	March		
- Telephones	March		
Arrange:			
- Student transportation	Probably not applicable		
- Food service vendor	Not Applicable		
- Nursing services	Not Applicable (but		
	should add a		
	"contingency plan.		
	June 2003		

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
	ADMIS	SIONS	
Hold informational meetings	November on	T. Lubben/ Wallace	
Establish telephone number	In place.		
Develop & Approve brochure	June 30, 2002	Public Relations IFirm	
Adopt enrollment form	June 30, 2002	T. Lubben	
Implement marketing & PR strategy	May, 2002		
Adopt parent/student handbook	February 2003		
Hold auditions	Not Applicable		
Initial enrollment deadline	March 31st, 2003		
Hold lottery: (If applicable)	April 15 th , 2003		
Send admission letters	May 2003		
Establish wait list	May 2003		
Send PDE an enrollment report	Monthly process		
Confirm acceptances	May-June 2003		
Request student records	July-August 2003		

Receive student records	September 2003	

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
STAFFING			
Hire temp. receptionist	Nov. 2002		
Hire School Leader	Not Applicable		
Advertise teachers' positions	Jan./ Feb. 2003		
Start interviewing teachers	March 2003		
Extend offers to teachers: - Criminal background checks	April 2003 May-June 2003		
Pre-Service Teacher Training	August 2003		
Employee Lists to DOE	As requested.		
First staff evaluation	December 2003		
Second staff evaluation	February, 2004		

FINANCIAL MA	NAGEMENT	
C 1 0000		
Sept. 2002		
June 2002		
June 2002		
January 2003		
January 2003		
April 2002	W. Wallace	
June 2002	T. Lubben/ Wallace	
January 2003		
June 2003		
July 2003		
January 2003		
	June 2002 January 2003 January 2003 April 2002 June 2002 January 2003 June 2003 July 2003	June 2002 June 2002 January 2003 January 2003 April 2002 W. Wallace June 2002 T. Lubben/ Wallace January 2003 June 2003 July 2003

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
SPECIAL EDUCATION SERVICES			
Identify students with IEP	March-June 2003		
Acquire records	July 2003		
Contact with Special Ed. Admin. From previous district	July 2003		
Hire/contact with providers (Identify)	Sept. 2002		
Identify resources (internal/external)	June 2002	Wallace	
FOOD SERVICE			
Identify free/reduced lunch	Not Required		
Select vendor	Not Required		

OBJECTIVE	TIME FRAME	PERSON RESPONSIBLE	COMMENTS
HEALTH & SAFETY -	Even in a cyber model,	this will have to be addre	essed (somewhat)
Send medical forms to parents	Upon Registration (2003)		
Check for completeness	Upon Registration (2003)		
Identify medical resources	PROBABLY NEED TO IDENTIFY A RESOURCE FOR HEALTH ISSUES!		
Health and fire inspections	Prior to storefront occupancy		
Staff first aid training	August, 2003		
Fire drill policy/schedule/route	Needed in storefront.		
Traffic management (drop off/pick up)	Needs consideration.		
Building insurance	Identify in June 2002		Sign when leased
Liability insurance	Identify in June 2002		Sign when leased
Workers compensation insurance	Feb. 2003		
Health insurance	November 2002		
Student accident medical insurance	November 2002		

Appendix K. Executive Director Clearances (Being scanned.)

Appendix L.
Real Estate Agreements
(Being scanned.)

Appendix M. Summary of Research Results To Determine Community Needs

1. Summary of Results of Survey of Parents	142
2. Open-ended Answers	147
3. Summary of Results of Focus Groups with Teachers	162
4. Summary of Discussions with Superintendents of	
Four School Districts and/or Their Representatives	165
5. Copy of Questionnaire (Being scanned.)	
6. Statistical data. (Being scanned.)	
We also attempted to get other's responses over the Internet but the responses w	ere negligible.

Results of Survey of Parents

A. Purpose

The purpose of the study was to ascertain community reaction to the Charter School described in the questionnaire. It also measured what features they perceived as most attractive.

This report is a brief summary of the findings. The raw tables and answers to open end questions are attached for the reader's perusal.

B. Methodology

A telephone questionnaire was developed to survey parents of middle or high school students. (A copy of the questionnaire is attached). The questionnaire took about 20 minutes to administer. It examined:

- -Their satisfactions and dissatisfactions with their current school.
- -The attractiveness of 14 features of a potential Charter School.
- -Their interest in sending their students to the Charter School.
- -Miscellaneous information such as demographics.

C. Sample

A firm supplied telephone numbers of parents of Middle and High School Students. from the target school districts which are:

- -Lower Merion
- -Radnor
- -Haverford
- -Tredyffrin-Eastown.

The Wagner Group obtained seventy-five completed interviews.

D. Results

1. Does the community have interest in the Charter School?

About a third of the parents expressed interest in sending their student to the Charter School. 12% were extremely or very interested in the school.

What would this imply as to the number of students we might get at the Charter School. In analyzing market research data, the 80-20 rule is often used. This procedure is used to estimate the percentage of respondents who might actually buy a new product or take some new action. The rule is as follows: take 80% of the respondents in the highest category (like extremely) and add 20% of those in the next to the highest category (very interested). Using that 80-20 rule we get an estimate that about 5% of the families in the target market might actually send their student to the Charter School. However, this number is probably inflated since it is the parents speaking for the student. If we cut the 5% in half we probably have a reasonable estimate of those who heard about the program fully who might switch schools.

In passing, there was one more surprising indication of community interest in the school. Respondents were asked if they wanted to get some information about the Charter School. In this case 33% of the respondents said they did. This is surprising because respondents are usually very averse to allowing their name and address to be given to a third party.

2. Did dissatisfaction with their current school lead to interest in the Charter School?

There is a weak relationship between dissatisfaction with their current school and interest expressed in the Charter School. (This relationship is statistically significant at the p = .10 level i.e. this result could only occur by chance once in ten times. However, the custom is to use the p = .05 level or less as a criterion of a result not being due to chance factors.)

If one reads the answers to what the respondents were dissatisfied with quite often the answer reflects concern for the quality of teaching. This may be the reason the most popular involved someone on the instructional staff attending to the individual needs of the student every day. (These data are presented in the next section.)

In addition, if one reads the open-end comments describing what the respondents liked the most about the Charter School, the theme of individual attention comes up most frequently.

3. What does the community want in a Charter School?

In the table below we have arranged the items in descending order of appeal to the respondents i.e. the feature rated highest is listed first with its average rating. The second and third columns are the average ratings by those who expressed interest in the Charter School followed by those who were not interested in the Charter School. The last column shows the statistical significance. In this case it shows whether or not those interested in the Charter School were associated with liking the feature more than those who were not interested in the Charter School.

Item	Mean of Sample	Not Interested In Charter	Interested In Charter	
Significance 1. Every student has an instructor whose responsibility is .05	4.3	4.8	4.1	
to check daily that they are making progress, or if needed, get them help right away.				
2. The courses will be at the college preparatory level. Significant	4.3	4.3	4.3	Not
3. Every student will be provided with their own computer Significant	r 4.2	4.7	4.0	Not
with access to the Internet for use at school or at home.				
4. If the teacher draws a diagram or picture to explain .05	4.1	4.6	3.9	
something, the students can see it on their computer even if they aren't in school.				
5.Some time will be spent teaching non-academic subjects .05	s 4.1	4.5	3.8	
like "how to get along with one another", "successful thinking", and "optimism".				
6. The students and teachers can talk to each other on the .01	4.0	4.7	3.6	
Internet at almost any time that they need to.				
7. The student will be required to learn the material at an Significant 85% level before advancing in the course.	4.0	4.4	3.8	Not
8. Parents would be required to help the school or its significant	3.9	4.0	3.8	Not
students an hour or so every month.				
9. Sometimes the students will work in small teams on .01	3.6	4.4	3.2	
projects by working together on the Internet.				
10. The school day would be at least one hour longer than Significant most school's.	3.3	3.7	3.0	Not

11. The school year is ten days longer than usual05	3.0	3.5	2.7
12. The students work at their own pace going as fast or as .001 slow as they can except for classes where they discuss their projects or the usefulness of what they are studying.	2.9	3.7	2.5
13. The school will not have athletic teams but will help .05 find athletic opportunities for the student.	2.0	2.5	1.8
• • • • • • • • • • • • • • • • • • • •			
14. Because the students and the teachers can work .001	1.5	2.0	1.3
together on the Internet so easily, the students only go to a school building once per week.			

Open-ended Answers

2. What did you like the most about your child's school experience this year? (PROBE FOR CLARIFY)

Her teacher's very positive, knowledgeable, was able to nurture her this year.

The fact that they have very good learning support – my daughter has A.D.D. and they have great learning support for learning disabilities there are special classes.

Their academic progress as well as the spiritual progress that they make that the school has helped them to make so much progress in those areas.

The quality of the education.

The concern for the teachers.

I would say academically, the challenge of physics and mathematics. The teachers were excellent and were always available when my daughter needed help.

Small class size – great deal of teacher attention.

Great teachers, she's learning a lot, the teachers are very involved, the counselors and administration know the students which is good. The teachers just don't know the children as students, they know them as individuals.

Just the teachers – their energy and enthusiasm.

That he was able to take Japanese.

The open door policy between parent and teacher. The ability to communicate and quick access to questions and follow-up. The child is not lost in the crowd. It is pro-active.

I think they had some really good teachers.

The involvement of the teachers, their willingness to help.

They tried to help my child who has special needs.

They get a good quality education where there are none. The school has a very good curriculum so I won't take him out.

Every aspect of it is great. The camaraderie, the quality of the education, the small classes and the individual attention

My daughter did very well in school this year. She did her subjects and sports.

The public school has a special education class as my son is a special needs student. He get the academic support that he needs to help being in a mainstream school.

I have everything. I can say specifically what I like.

She's an honor student. I can't put my finger on any one thing. I don't go to school with her. I just see the results.

The safety. That it's safe to go to school. Physical safety and security. Most of teachers are well prepared and the classes well taught.

2. What did you like the most about your child's school experience this year? (PROBE FOR CLARIFY) (continued)

The level of challenge. Her classes are leveled, stimulating and challenged an meet her need to be challenged, in particular, the teaching staff. They develop a good rapport with the kids and get hem to think beyond the text book. The opportunity to participate in various clubs. She's involved in student senate and world affairs. She's in the political area.

My children really enjoy their school experience. They are happy to go to school. That makes the school experience likeable for me.

Not very much I can point to.

My children excelled very well this year. I'm proud of them. The passed all their subjects with A's and B's.

The catholic education I wanted a religious foundation for my child.

The curriculum of the academic courses.

The supportive administration. He is superior in math and they were very supportive of his needs.

The teachers, they were very caring. They just took an interest in her and encouraged her best interest. They taught well. The subject matter was made interesting.

They get a better education. An in-depth education. Just the intensity.

It is very academic school. He is an honor student excels in sports and plays in the orchestra.

My children were really challenged academically. The school has a very good curriculum. The teachers work very well with the children. The teachers may spend some extra time with the children.

Her support teacher. She did a writing program with her and just was very supportive. I don't the feeling the other teachers care much.

The quality of the school and teaching.

They got them interested in reading which has been difficult.

The teachers seem to be well qualified.

It is a nurturing school. It helps give my child confidence.

I would say the variety of courses. Advance placement courses for college. The opportunity to participate in relay for life, a community fund raiser for cancer support.

It was creative. The children were given projects to do. The made presentations of art and music.

The school has a AP Humanity class.

I like how far she's going in reading English and language arts.

2. What did you like the most about your child's school experience this year? (PROBE FOR CLARIFY) (continued)

Her friends, well rounded, nice kids, interested in doing things.

The type of education he's getting the type of parent/teacher involvement.

The few education and emotionally.

The parental involvement. The district has a lot of parents who are involvement with the schools, help out with various programs.

Academic performance – my son did very well this year.

The challenge of the material presented and the support of the teacher in mastering the material.

The teachers are excellent. Well organized and enthusiastic.

Everything went smoothly, they had good teachers and did well.

I felt I received an accomplished education. His high school academics are getting him prepared for college.

That's a very difficult question.

It was a total blow which means quite good.

His math teacher. He knew his math and he had a sense of humor.

The teacher the curriculum.

The challenging academics.

It was challenging and good.

Difficult classes that was challenging and were advanced placement.

High level of program.

Generally the high quality, the high standards of the teachers.

The extra curriculum activities. Whatever they did – sports –music – they put a lot of effort into it and my kids got a lot of it.

Doesn't apply.

They had a large variety in the arts-computer, fine art, music.

I don't know.

I think the teacher support. The fact they were available, that they were there.

I think he's getting a good education – the teachers are dedicated to their work and care about the students.

2. What did you like the most about your child's school experience this year? (PROBE FOR CLARIFY) (continued)

Her swim coach. He was motivating and he was encouraging and he helped her develop her own personality.

There is a good of course selection, broadcasting, wood working, graphic arts.

The Haverford High School teaches good subjects and had good teachers. They concentrate in math and science and the teachers are always interested in the child's progress.

She has planned well, she had a relatively light year. She took double courses last year so she had it easy senior year.

The fact that she's being taught that she's becoming more independent with her homework.

Access ability to the teachers – I can talk to them anytime I need to.

I don't know – I don't have a response.

The teachers were interested in each student.

Teachers are find and the fact he was exposed to different people from different communities.

That I always knew what was going on. The assignments were explicit.

3. What did you dislike the most about your child's school experience this year? (PROBE FOR CLAIFY)

There wasn't nothing I disliked.

I didn't dislike anything.

The cost. It's too expensive.

Nothing in particular.

The lack of concern or responsiveness from some of the teachers.

I've been extremely satisfied with her education and have no complaints.

Half hour drive and no bus service.

The amount of work but I think that it's a given function of attention to academics in the Lower Meridian district.

I really didn't dislike anything.

Too much homework.

Nothing this year.

Social problems and the drug problems at the high school. Cattiness amongst the girls. The presence of drugs in school this year was very unsatisfactory.

Nothing I can think of.

It was unsatisfactory. The were not able to accommodate her needs. She has the condition where her IQ is high but she is socially clueless and needs a lot of help.

Nothing.

I like all of it.

Nothing that I can think of at this time.

This is not the school's fault but my son is not as interested this year. It is probably his input.

I am very satisfied with the school, the curriculum and the extra curriculum activities.

I don't have any dislikes other than having to driver her to school in the morning.

I thought there were some teachers who weren't prepared

I don't have anything specific. My daughter feels administration doesn't listen to her needs enough. They don't value their opinion enough.

Perhaps that there should be more long term projects. More working projects.

The teaching. I don't like the way it was taught. It's public school and he is not very happy. It's boring and a lot of rote learning with the emphasis on grades and tests. Teachers. Some have been teaching a long time and are bored. Others are new and inexperienced.

3. What did you dislike the most about your child's school experience this year? (PROBE FOR CLAIFY) (continue)

Nothing, they did very well in this school year.

It is very small. They only had one 8th grade class.

The lack of discipline.

There were some mediocre teachers. Thankfully he goes on to another teacher.

Nothing.

Some of the subjects were very difficult for this age. Physics was tough.

The teacher of the orchestra. She hasn't any tolerance and unless you are in the top of your game, she insults you and screams and many good students leave. I've spoken to her and complained to no avail.

There is no diversity in the school district. There is little to none racial diversity also there isn't enough social economic diversity here.

She's usually a curious learner. She didn't seem to have one teacher that sparked her interest or perked her curiosity.

Nothing else.

I have had no problems.

There was so much pressure on the children. They gave them too much homework.

There is favoritism in the sports activities. Teachers play favorites.

I would say some of the issues involving the guidance department, is weak. You are not notified about things in a timely fashion. They don't get information out to people quick enough.

Not enough science courses. There just wasn't enough science being taught.

They don't have a clue about guidance on a high level for a high level student.

Math, I don't like that the teacher was changed halfway through the year. I think it was detrimental.

That she was away at boarding school.

The buses, they go too fast, they make sharp turns, I don't how the bus drivers treat the children on what they can say in front of them.

I don't know, I can give you an answer.

Occasionally you get a teacher who's not up to stuff. In terms of their approach and style to teaching and their dealings with the students.

Nothing really.

I guess his motivation wasn't as high as I'd like it.

Media coverage about an incident that took place. It was disturbing and disruptive.

3. What did you dislike the most about your child's school experience this year? (PROBE FOR CLAIFY) (continue)

There weren't any problems.

Socializing – it was very hard for the kids to be organized socially, very few fundraisers, dancers.

Just the fact that this is a social age so it's hard to focus on academics.

At physics class. It is an advance class but it was taught poorly. The equipment thathte students had to buy for their projects were very expensive, over the top.

He had an inconsistency with his history teacher. She didn't teach the whole year. When you have different teachers, you don't know what to expect.

She is on the swimming team after school and the timing and busing to swim is too long a distance.

Some of the teachers are unreasonable.

The group projects had uneven responsibilities for the students on the project. Some had more work to do than others. It created more pressure for some of the students. The dynamics weren't right.

I don't have anything bad to say.

One of the math teachers, the teacher's lack of knowledge an dhow to get it across.

There was a construction-renovation project that's been going on for the last 3 years.

The teachers could have been better. Just better teachers – some of the teachers were not as organized or on top of things as they could have been.

The lack of sensitivity of the teachers. Their nurturing aspect was not there. The students were numbers, the teachers were distant, they wanted the students to get into the psyche instead of the teachers' getting into the students.

The classroom sizes are too large and I don't think they are given enough choice with scheduling their classes.

It's hard to say.

Issues with other kids that were not resolved.

There was nothing I disliked.

Some of the teachers. I didn't think they were quality teachers.

Some of the discipline. My son cut one class – suspended for 3 days. One of his friends was suspended for 5 days for taking advil.

They allow all the smokes to gather in one place after school. I don't like kids smoking but this is the United States of America. I'd never allow my daughter to go with these kids who knows what else they do.

3. What did you dislike the most about your child's school experience this year? (PROBE FOR CLAIFY) (continue)

There are always one or two teachers who are sub par, but I taught my daughter how to deal with them. I just wish the school system would do a better job with teachers who don't meet the standards.

They've had a teacher that supposedly pulled a gun on a student. There were 3 students in her grad that were arrested for vandalizing the school.

I think our school as a few tolerance policy for too many things.

I think it lacked a fundamental training and discipline – his education was too causal – laid back.

They had a good year, I really didn't have any problems.

We like everything.

One of the teachers cooperation were not every cooperative.

6. What feature is the biggest drawback of this charter school for you?

No particular feature but our kids are going to a great school and they've gone to a charter school and did not like it.

Sounds like there's too much computer interaction.

We send our kids to catholic schools. We don't want to send our kids to public schools. There are two drawbacks, no athletic teams. All my kids are into athletics and going to school going to school one day a week I think that is too much freedom for them.

The fact that the students only go in one day a week. I just believe that part of school is the interaction.

I just like public education a lot of intellectually, emotionally and socially. I think it covers more ground. There are no drawbacks, I just prefer public schools.

The lack of tone in class.

I believe it's segregation. Separation of education by income, race and intellect. Because 85% pass level, the charter schools will attract the students with a higher IQ while the one who are not so bright will get left behind.

It sounds great in practice but I don't think it will work. I don't like the fact that this is so internet independent. There's very little face to face time.

The fact that they don't go to school. I think it's good for them to be around other and learn from them and I think it's better for them to learn through interpersonal relatives than on the internet.

It doesn't have any drawbacks.

The computer, the internet. The world is too dominated by this. Weird things can happen. We need more one on one contact. The school is too dominated by the computer.

I guess I didn't like the part where they attended school once a week – I think that seems so isolated.

The fact they they'd only be in a school building once a week.

It sounds as though it would be more computer oriented and my daughter needs mostly fact to face contact.

The children like where they are.

The absence of socialization. It doesn't appear that the kids are interacting as much.

Not going to a school building, where she can interact, mingle with other students.

My concern that it would not have a "special help" group.

Everything depends on the internet and there is not much teacher student interaction.

6. What feature is the biggest drawback of this charter school for you? (continued)

I would say the lack of the spending actual time at the school and that they are left to their own devices. They need guidance and supervision.

Just the entire theory. Just overall. I think it's outrages, instead of spending money on charter schools they should try to make the public schools as good as they can. They are spending up resources without doing that.

The fact that it's on the internet. I strongly think it's important for the educational experience to have the children interacting freely for years with other human beings face to face.

I see a big problem in the 24/7 access between teacher and child. The should be screened or monitored with a parental oversee or something like this. You never know.

No team sports. My son's an athletic. He like to be involved with any basketball and volley ball.

The students will only be going to school once a week.

I don't have enough information to have that kind of opinion. The only thing is it seems too computerized. I like more one on one contact.

Too much focus on technology.

Longer days and longer term. Going to school once a week. Overkill of checking daily on student. Too much computer and not enough personal contact.

It doesn't sound academic enough. I like the highest possible standards. My children are straight 100's.

Once a week in the school and no athletics.

The non emphasis on sports and community interaction. The community, parents and teachers are a thread though the teachings.

There will not be enough social togetherness between the students.

I like her out of the house. She would spend her time online all day. I think she needs to have some more of a structure.

Lack of physical contact and that once a week idea of going to school.

The individual work and the work or sports.

School should be a cohesive commitment with the community. It should not be just going to school once a week.

The one day at school is horrible. The no sports is bad too. The internet and the computer overkill. It is very important to have social interaction.

Probably the fact they are only in the building once a week.

There wasn't enough religion courses given.

It lacks social and sport interaction.

Staff. Appropriate staffing that meet state and federal regulations for teaching.

6. What feature is the biggest drawback of this charter school for you? (continued)

The overall experience of having sport teams and interacting with other kids.

I like the parochial schools and charter schools don't offer religion.

It's not Catholic – there's no religious instruction in charter schools.

Probably the social interaction with the other students due to the fact they they only spend one day a week at school.

There's no religious education part of the curriculum.

I guess the emphasis on computers. I think only coming together once a week is detrimental to the learning process.

It would be apart from the regular public schools. I like being a part of the public school – I wouldn't leave this school.

Lack of athletics.

I don't know.

The fact that it's not interactive with other kids on a personal level.

All computer. Where is the interaction between the students without a computer?

Lack of involvement between the teacher and student one hour a week is ridiculous, there's no interaction.

No extra afternoon activities even no sport. No community feel.

Lack of athletics.

The extra hours and extra length of days in the school year.

Sounds like its home schooled. If I'm working as is my husband, I didn't want my kids home alone – too much unsupervised time.

It seems to be too internet focused. It avoids and defeats the goal of working together and students getting along which should be learned through school.

Just don't have enough information.

That it's not parochial. My kids go to a day parochial school where they receive religious instruction and which might not be offered at parochial school.

The lack of real school time in school.

No sports team – I think kids like to gather for physical activities.

The lack of contact between students and teachers.

Just the fact that it's another school and were entrenched here.

Trying to suit too many individual needs.

It sounds price prohibitive, even higher than private schools. Any school that goes with the idea of providing computers for each student and a one on one teaching environment would be nice prohibitive.

What feature is the biggest drawback of this charter school for you? (continued)

Children need to adopt to rules, not adapt rule to the children. All children need to be in the classroom, not at home.

The parent involvement. Some parents work a lot and don't have the time.

They'd be home most of the time. What would they be doing all day?

That they don't have interaction with other children.

I'm not too sure.

Possibly getting my child to school and back – if there's no public transportation it would be difficult for my son to get to school.

I'm just not interested in charter schools. I prefer public schools. There are no particular drawbacks, I just prefer public schools.

We send our children to religious schools. They don't teach religion in charter schools and religion is an intricate part of their education.

I'm not sure if they would take learning disabled children.

7. What feature is the biggest attraction of this charter school for you?

I think it gives an option to kid who are really struggling in school. Nothing that really attracts me.

To tell you the truth I didn't like much about it at all.

I like the part about having a teacher monitor on a daily basis-close monitering.

Probably the high student ratio.

For a child with special needs, one that can not be helped in a regular school I think it would be a good idea. There's nothing that really attracts me to charter schools.

Going at a child's own pace.

There is nothing that attracts me to charter schools.

That everyone has their own computer.

That they get a computer.

The distance away from regular school routine. The difference is they're not spending as much time at school and getting stressed out by running from class to class, fiddling with lockers. My younger son works better when he gets one on one attention.

I think 2:30 in the afternoon is too short of a school day. So the longer day appeals to me.

I like the part where you said the teacher would be on top of things an there would be follow-up on a daily basis.

The teachers advisors.

Nothing stands out.

The individual attention might be offered.

The level of attention that they get.

Having an instructor being available to help with a problem in one of the courses.

It seems the size would be more student friendly smaller classes.

I don't see any.

The academic program. The college prep course and the after hours contact with the teachers through the internet.

Nothing.

Teachers monitoring students. Progress daily.

It sounds like there will be more teachers smaller classes and more monitoring as need be.

More individualized teaching. They will be in touch daily with the instructor.

There will be computers for all the children. Take some non academic subjects where the children will learn some social skills, like getting along with others, etc.

7. What feature is the biggest attraction of this charter school for you? (continued)

All the ones I gave 4s and 5s to for example the fact that every student would be provided with a computer, that students could work at their own pace and that students and teachers can talk on the internet at any time.

That the teachers check daily progress.

That it is an alterative for kids who are not doing well.

I don't know – college preparatory courses.

The teachers availability.

That there is a consistent monitoring of academics.

I've heard good things about charter schools but these ideas as you can see I was not that happy with.

The 24 how to access.

Nothing else.

Room for rapid growth.

The teacher involvement.

The internet accessibility to teachers and help that is needed.

The charter schools give an opportunity to raise standards make the student feel special and even the uniforms create a formality.

The students will have computers and there will be an 85% level of knowledge to advance in the course.

The fact that the teacher checks in with them. Keeps up with where they are going. That they can work online and when the teacher isn't there, they can check online.

The individual attention and hands on attention.

The standard or quality of 85% and making sure they get that before they go on.

I like the individual attention my child would get.

The attraction that children have to know 85% of their course work before going on not to graduate and just pushed through. Also the personal attention.

The fact there is an instructor to monitor the child on a daily basis.

The individuality the students will have.

The one on one interaction.

More personalized education.

Working at an independent place.

7. What feature is the biggest attraction of this charter school for you? (continued)

Teacher/student involvement a lot of access on the internet for help with homework or whatever.

The individual attention.

Probably individualizing the curriculum to the student needs.

None – I am anti charter schools.

It would be self pacing and the daily monitoring between teacher & student.

I think each kid getting his own computer and being in touch with the teachers through the internet at any time.

The achieving of 85% to proceed to next level. Touching base of teachers to student except it doesn't have to be daily.

I don't think there is one.

The mastering of subject matter before graduating to the next level is important.

Something new, new ideas, new ways to put together a curriculum.

The opportunity for individualized teaching

The one on one emphasis.

Nothing I can think of.

I don't know.

I think one of the features that you mentioned that the teachers were involved, the kids could moved at their own pace and the longer day and longer time at school.

Getting parents involved is always a plus.

The idea of individual attention and the 85% or better scores to progress.

Nothing.

You can't get college prep course in most public high schools.

I like the computer. It seems like more interaction between the students and teachers.

The one on one with teachers.

The 85% pars level and having college prep courses.

Access to the counselor who would take on as his or her responsibility to follow up on any problems.

Nothing, there is nothing that attracts me to charter schools.

I really can't say that there was much that was offered that we would be interested it in.

Learning at their own pace.

4. Summary of Results of Focus Groups with Teachers

Summary of Teacher Focus Groups

The teachers reviewed the proposed Charter School and made the following suggestions or had a variety of questions reflecting a concern.

1. Filling a Need

There was unanimous agreement that the proposed Charter School would meet a considerable need. The teachers gave examples of students whom they had encountered and who would benefit from the proposed school.

They questioned whether or not the local public schools might support the concept? They argued that the schools would probably be glad to get rid of some the students.

(See summary of discussion with representatives from four neighboring school districts. The answer is clearly "NO!" to a Charter School although all the representatives agreed that the basic design of the school met a major need.)

2. Balancing computer instruction with other activities Eight hours in front of a computer was too much.

The teachers suggested that:

The students needed other collateral materials such as textbooks, printer materials, and group projects.

All students but especially the ninth graders needed at least two classes per course/week as opposed to one per week. Perhaps the class length could be scaled back to 45 minutes rather than an hour to facilitate it.

3. Curriculum

Many questions were raised about the Plato on-line curriculum. For example, Is it sufficiently advanced to represent college prep level? Is AP available? While the Math covers all the requisite topics, is it in sufficient depth?

How does the Internet material relate to the local school program?

How is lab work for the sciences done?

How are writing skills developed?

Where are the novels, the plays, the poetry etc for a comprehensive literature course?

The teachers suggested that:

One should try to get another school to cooperate on using their laboratories.

Writing skills might be developed by assignments suggested by the teachers in each of the courses. (Plato does have a Writing Test, which uses ETS' rubrics to immediately score the writing example and provide feedback. We have not evaluated it as of this moment.)

The general conclusion was that a teacher should go through each subject and see where it needs to be supplemented with other activities and materials.

4. Structure

The teachers were concerned that the type of student utilizing the school needs plenty of structure, especially 9th graders and below

The teachers suggested that:

Each student should have a structured schedule for every day adapted for his/her particular needs. This would not only suggest what subjects he should be working on, but how much materials should be covered to keep up with finishing a whole year.

The mentors would be able to monitor compliance. The student would always be free to spend extra time after school on those areas where s/he was behind.

5. Fine Arts

The teachers wondered how are music and art covered?

The teachers suggested that:

Use the local programs. For example, Main Line School Night covers art classes, musical instruments and so on. Also there are two Art Centers, one in Haverford and another in Wayne.

6. Health and Athletics

The teachers asked how are Health and Athletics covered?

The teachers suggested that:

Use the local teams if the school district is unwilling to allow the students to participate in their programs.

There were no particular health suggestions.

7. Summer Programs

The teachers asked, are summer programs available?

Make up courses?

The teachers suggested that:

Try to run on a 12-month basis so the students can come and go as they choose.

8. Teacher Overload

Under the system presented to the focus group, the teacher would meet once per week with 16 different classes or about 200 different students. There was doubt that the teacher would have enough continuity to be effective. (See item 2 above in which it is suggested that there be 2 classes per week per course.)

9. Marketing

The teachers asked about the marketing for the school.

The teachers suggested that:

Regardless of whether or not the Superintendents supported the charter School, they felt that the Guidance counselors might be key for referring students to the school.

10.Discipline

The teachers gave examples of Internet Hackers interfering with computer systems. They wondered what our detention, suspension and other policies might be to thwart, discourage or punish such attacks.

The teachers suggested that:

The school could require the students to come in and sit quietly for detention, or perform some service to the school such as making copies, scrubbing walls, or working in the community.

Another suggestion was to contact other Charter Schools to see how they handled it.

11. Community Service

The teachers asked what community service was required?

The teachers suggested that:

Since many schools had adopted some program to give the students a taste of community service, that perhaps we should do the same. The types of activities could vary from service in another country to fund raising or working in the library.

5. Summary of Discussions with Superintendents of four School Districts and/or Their Representatives.

Representatives from four local school districts were invited to a breakfast. This was an effort to continue to explore the need for the facility and an effort to introduce it in a non-controversial manner. The four school districts were the ones that would most likely contribute the most students to the Charter School. Two of the representatives were Superintendents.

The paragraphs below briefly summarize the relevant discussions.

1. The Need

There was unanimity that there were a number of students for whom the regular public school was not suitable and that something like the proposed Charter School would be a welcome alternative. In fact, all the school districts represented had joined a consortium of four counties to develop a Cyber School two years ago to handle the same types of students.

The representatives reacted to the requirement for the students to come to the school one half day per week to get counseling, talk with their mentors and teachers, etc. The suggestion was that with the type of students envisioned, the students should get counseling at least three times per week.

2. Reactions to an Independent Charter School

The representatives had two different reactions to a Charter School. They suggested openness to cooperation and assistance in helping form an alternative school working within the jurisdiction of several school districts. Although not explicitly mentioned, presumably this would provide them the assurance of accountability and quality of the curriculum for which their school district pays.

Were they to receive an application for a Charter School, their reaction would be quite different. As one phrased it, 'when we receive an application for a Charter School I call the lawyers and tell them to go get 'em'.

3. Current Approach to Handling Special Situations

The representatives felt they could select and pay for whatever type of schools that the students required. They also felt that this enabled them to retain a flexible, permeable boundary for the student between a special school and the regular public school, i.e. a student could work back into the regular school setting easily.