ACCS Charter School

Application to the Commonwealth of Pennsylvania Department of Education

submitted by

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- *"Agora" (Greek) "marketplace"; a place for exchanging information, politics, trading and business, especially as the center of public life; forum, public square*
- *"The Agora was the heart of ancient Athens, the focus of political, commercial, administrative and social activity, the religious and cultural centre, and the seat of justice." – The Ancient Agora (www.culture.gr).*
- *"Birth is the sudden opening of a window, through which you look out upon a stupendous prospect. For what has happened? A miracle. You have exchanged nothing for the possibility of everything." - William MacNeile Dixon*
- *"Or heritage and ideals, our code and standards - the things we live by and teach our children - are preserved or diminished by how freely we exchange ideas and feelings." - Walt Disney*

NOTE: Cyber charter school applications must include:
Section 1747-A:

1. The curriculum to be offered and how it meets the requirements of 22Pa. Code Ch.4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch.4.
2. The number of courses required for elementary and secondary students.
3. An explanation of the amount of online time required for elementary and secondary students.
4. The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.
5. A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips or study sessions.
6. The technology, including types of hardware and software, equipment and other materials which will be provided by the cyber charter school to the student.
7. A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment test, including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.
8. A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment test, including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.
9. The technical support that will be available to students and parents or guardians.
10. The privacy and security measures to ensure the confidentiality of data gathered online.
11. The level of anticipated enrollment during each school year of the proposed charter including expected increases due to the addition of grade levels.
12. The methods to be used to insure the authenticity of student work and adequate proctoring of examinations.
13. The provision of education and related services to students with disabilities, including evaluation and the development and revision of individualized education programs.
14. Policies regarding truancy, absences and withdrawal of students, including the manner in which the cyber charter school will monitor attendance consistent with the provisions of section 1715-A (9).
15. The types and frequency of communication between the cyber charter school and the students and the manner in which the cyber charter school will communicate with parents and guardians.
16. The addresses of all facilities and offices of the cyber charter school, the ownership thereof and any lease arrangements.

Section 1743-A(c)(d)

1. Describe how your cyber charter school will make available upon request, either in writing or electronically, the following information to each student's school district of residence:
   a. A copy of the charter.
   b. A copy of the cyber charter school application.
   c. A copy of all annual reports prepared by the cyber charter school.
   d. A list of all students from that school district enrolled in the cyber charter school.

2. Describe how the cyber charter school upon request and prior to the student's first day in the cyber charter school will provide, either in writing or electronically, the following information to the parent or guardian of a student:

a. A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.

b. A description of the lessons and activities to be offered online and offline.

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

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

e. The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.

f. The address of the cyber charter school and the name, telephone number and email address of the school administrator and other school personnel.

g. A list of any extracurricular activities provided by the cyber charter school.

h. The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent of guardian.

i. A list of all services that will be provided to the student by the cyber charter school.

j. Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students.

k. Information on:

i. The cyber charter school's professional staff, including the number of staff personnel, their education level and experience.

ii. The cyber charter school's performance on the PENNSYLVANIA SYSTEM OF STATE ASSESSMENT (PSSA) and other standardized test scores.

iii. Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the cyber charter school. A parent or guardian shall acknowledge, either in writing or electronically, the receipt of this information.

iv. A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holiday and term breaks.

Section 1748-A

1. Within 15 days of the enrollment of a student to a cyber charter school, the parent or guardian and the cyber charter school shall notify the student's school district of residence of the enrollment through the use of the notification form developed by the Department of Education.

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APPLICATION FACT SHEET

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

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

ACCS Charter School

School Location _5901 Woodbine Avenue_ County __Philadelphia__

Intermediate Unit __Philadelphia County IU_____

Proposed Start Date _September 2005_ Date of School Board Approval_____

Federal Employer Identification Number _____ Aun # (*Supplied by PDE*) 193-255

Contact Person: (First) June (Last) Brown

Organization 124 Bryn Mawr Ave., 2nd floor

City Bala Cynwyd State PA Zip Code 19004

Telephone 610-617-9121 Fax Number 610-660-8416

E-mail foxsaunt@aol.com

Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents_____10_____ Teachers_____11_____ Business Partner__2_____ Community Based Org.__1_____ Museum_____0_____ Higher Education___1_____ Other Group (Identify)_____	Elementary_K-8_____ Secondary___9-12_____ Age of Kindergarten__4.5__ Age of Beginners__4.5____ Circle Appropriate Grade(s) (K 1 2 3 4 5 6 7 8 9 10 11 12)	1st Year 600 (K-5) 2nd Year 700 (K-6) 3rd Year 800 (K-7) 4th Year 900 (K-8) 5th Year 900 (K-8) 6th Year 1000 (K-9) 7th Year 1100 (K-10) 8th Year 1200 (K-11) 9th Year 1300 (K-12) Total Number of Teachers ___26_____

Does the charter applicant have an existing retirement system? Yes ____ No _X___

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 __ X___ Suburban __X___ Rural _____ Other _____

School Focus:
In brief terms, please describe below the school mission, educational focus, and other essential characteristics of the proposed charter school. (Use additional page if needed.)

Mission
The mission of the ACCS Charter School (ACCS) is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and develop proficiency in the design and use of new computer technologies and scientific research. Through a combination of computer-supported instruction in the home, face-to-face meetings and video-conferencing with a certified teacher, a specially-tailored research-based curriculum, and access to a community of experts in science and technology, our students will be fully prepared to be leaders in the digital age.

ACCS will serve students in grades kindergarten through twelve primarily in Southeast Pennsylvania, including Philadelphia, Delaware, and Chester Counties. Additionally, it is anticipated that the school will serve as an alternative placement for school age students who are homebound due to short or long term disabilities, court adjudication, those seeking a general education diploma, and for others who experience difficulty in the mainstream. The school will begin with 600 students in grades kindergarten through 5, and will add an additional grade with 100 additional students each year up to a total of 1300 students in grades K through 12.

ACCS's students will leave our school fully prepared for higher education. We will ensure that every student's family will have a computer, a high speed Internet connection, web-conferencing hardware and software, hands-on science kits, access to Microsoft certification courses, and high quality curricula. We will use a centralized building with several classrooms that will serve as our administrative hub and our meeting house for students and their parents. Additionally, the building will provide a science and technology lab that will give our students direct experience with the latest computing technologies and research equipment. Our students will start at the very beginning of their formal public education experience to develop skills and understanding of the use of computing technologies for communication, research and learning. By the time of their graduation from ACCS, their combination of skills, knowledge and experience will allow them to meet the challenges of the most rigorous higher education curricula.

Instruction will be delivered through a variety of modes – electronically, via mail, and face-to-face. Academic progress will be assessed through portfolios, weekly online tests, teleconferences, projects, reports, and growth in written and oral language. For example, children will be required to read to their online teacher at least once a week so that the teacher can assess their fluency, automaticity, phonics, comprehension, and phonemic awareness. These online conferences coupled with the mail-in packages and projects will provide a measure of authenticity. Additionally, students will be tested at each grade level. The Metropolitan Achievement Test will be used in grades K-3 while grades 4-12 will use the Stanford Achievement Test. In addition, all students will have an opportunity to practice and to develop test taking skills through the use of standardized tests from states like North Caroline, Texas, and Oregon. These test results will also serve to validate the

students' level of achievement. Also, students will be afforded many opportunities for co-operative learning, through the exchange of e-mail, field trips, joint projects, special programs at the site for science & technology programming, and other collaborative forms of learning!

Through the use of pre and post test results, teachers will be able to gather and to analyze data to determine students' strengths and needs and to adjust instruction. The PSSA, Metropolitan Achievement Test, and SAT-9 will be administered at a location determined by the school administrator. School staff will supervise these examinations to ensure authenticity.

Teachers will communicate with students and parents on a daily basis through online communication. Additionally, teachers will schedule weekly telephone conferences with parents and students. Parents and students will receive report cards and student progress reports electronically.

The number of online and offline hours will be determined by the age and independence of the student. Students in grades kindergarten through two will work approximately 25% of the time online and 75% of the time offline. Parents will be given teacher material and training to help their student through the learning activities and instruction. Full curriculum materials, which include a teacher's guide, science kit, art supplies, writing materials, audio and video media, and other instructional resources, will allow parents to educate their children in each subject area. By the time students reach fifth grade, they will be online 75% of the time in instructional activities. Students will be expected to write intensively, perform research, and do much of their work offline.

ACCS will make available upon request, both in written format and electronically, a copy of the charter, a copy of the cyber charter school application, a copy of all annual reports prepared by the cyber charter school, and a list of all students from that school district enrolled in the cyber charter school to each student's school district of residence.

Prior to the first day of school, ACCS will provide parents and guardians of all enrolled students a handbook and the means to access the school's website. The following information will be included:

- A list and brief description of the courses of instruction the student will receive; the list will be updated annually for each grade level in which the student is enrolled;
- A description of the lessons and activities to be offered online and offline;
- The manner in which attendance will be reported and work will be authenticated;
- A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered;
- The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place of the meeting;
- The address of the cyber charter school and the name, telephone number and email address of the school administrator and other school personnel;
- A list of any extracurricular activities provided by ACCS;

- The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent or guardian;
- A list of all services that will be provided to the student by ACCS;
- Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students;
- A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holiday and term breaks;
- Information on:
  - The cyber charter school' professional staff, including the number of staff personnel, their education level and experience;
  - The cyber charter school' s performance on the PENNSYLVANIA SYSTEM STATE ASSESSMENT (PSSA) and other standardized test scores, such as the TerraNova. Copies of the test scores will be sent home.
  - In accordance of the NCLB law, student report cards will be made available both electronically and in written format to inform parents or guardians of their student's progress.
  - Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the cyber charter school. A parent or guardian shall acknowledge, either in writing or electronically, the receipt of this information.

FEDERAL GRANT APPLICATION ADDENDUM TO COMMONWEALTH OF PENNSYLVANIA CHARTER SCHOOL APPLICATION

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

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

The Board of ACCS will use a development officer to raise funds for the school through grant writing, outreach to parents, and innovative partnerships with businesses that will provide needed equipment, supplies, funds and personnel to support our unique program. The Retiree and Senior Volunteer Program and united way of Southeastern PA will initially assist in this effort.

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

Start-up funds will be used for student and staff recruitment, technical equipment, building security, renovation and equipment of a science and technology laboratory, parent and staff training, and equipment to make the program operational. Specifics will be available when the charter is funded.

III. Please check ___X_____ that you will provide an annual report to the Department of Education including information on the progress made in meeting the charter school's stated goals and objectives.

IV. Please check ___X_____ that you will cooperate with the Department of Education in the evaluation of your Charter program.

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

SIGNATURES

Name of Charter School Agora Cyber Charter School

Date: October 1, 2004

_____

Board President

_____

Board Vice-President

_____

Board Secretary

_____

Board Treasurer

FEDERAL ASSURANCES FOR PUBLIC CHARTER SCHOOLS

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

PUBLIC CHARTER SCHOOL PROGRAM ASSURANCES FOR PUBLIC CHARTER SCHOOLS

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

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

Agora Cyber Charter School _____
Charter School Date

_____
Authorized Representative

I. SCHOOL DESIGN

1. Mission Statement:

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

The number of parents choosing to educate their children primarily at home or in small learning environments has grown tremendously over the past decade, as part of a larger movement of parents taking advantage of new educational options for their children. Many parents are choosing to educate their children in alternative ways from their traditional neighborhood public schools with the hope that education can prepare their child better for a rapidly changing future (Smith, June 9, 2003, Number of Black Children Taught at Home Growing, Washington Times B4). However, in many cases, parents making those choices must sacrifice some of the advantages of a larger school system in order to achieve a more personalized experience for their children. As the demands of a high tech, science-driven world become increasingly pressing, many students are suffering from a lack of meaningful, focused, consistent education in science and digital technologies (ZUNIGA and RODRIGUES, Oct. 31, 2003, Schools Boosting Tech Skills, But Reports Show Minorities Lack Computers at Home), The Houston Chronicle. Across the State of Pennsylvania, some students are exposed to a science and technology education that will make them leaders in the field. But, those opportunities are not available to many students, especially those in urban areas. In fact, they are almost non-existent in charter schools, because of limited resources.

As the numbers of low income students and minority students grow in our State, and more science and technology jobs are contracted out to other States and other countries, it is becoming increasingly important that everyone is provided an opportunity to learn a higher level of science and technology and other important academic skills. While some schools are now providing such an education, there are still many students who are not given the opportunities to grasp such critical knowledge and skills.

Opportunities, like the new high tech school Microsoft is developing with the School District of Philadelphia are available to some students. However, this school will be limited in scope, will not open until at least 2006, and will be limited to very few students of high school age. We contend that a cyberschool, with web-based and face-to-face learning focused on intense hands-on science and technological skills is needed to provide the full advantage of fast-developing new research and learning technologies for all children, especially minorities, underprivileged, housebound, children with special needs or having special conditions, and students who cannot achieve adequately in a traditional classroom setting. It will be advantageous if this begins in the first years of elementary school.

B. What is your overarching vision of the school?

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance. Consistency between the mission and the educational programs should be articulated to achieve improved performance.

The ACCS represents a collective vision for a world-class cyberschool that is fully focused on preparation of all students for life in the information age with a focus on students who are on the

less than adequate side of the digital divide, i.e., minorities and students with special needs. Our planning team has drawn on their years of experience in charter schools, school administration, web-based learning, educational innovation, technology, research, finance, community development, educational policy and academic assessment to develop a model of education that represents the future of learning in the 21st Century. We firmly believe that recent breakthroughs in computing, robotics, communication and virtual technologies have created a whole new world of opportunities for student learning, and that a new model of education must be developed to take full advantage of these opportunities. Through a balanced combination of face-to-face and web-based interaction between a highly trained and certified staff, experts in the fields of science and technology, museums, research departments in corporations and universities, parents and students, we can educate students to achieve unprecedented levels of knowledge and skills in every academic area.

In order to satisfy these demands and challenges, the administrators of the ACCS have developed a curriculum to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and to develop proficiency in the design and use of new computer technologies and scientific research. Furthermore, we have planned delivery of this education through a combination of computer-supported instruction in the home, face-to-face meetings, and video-conferencing with a certified teacher. Moreover, we will provide a specially-tailored research-based curriculum, access to a community of experts in science and technology to ensure that our students will be fully prepared to be leaders in the digital age. In addition, we have planned for on-going parent training to increase parent involvement in the education of their children. There will also be a support center where parents can come to receive training and help from our teachers. This support center will also serve as a meeting place for demonstrations and hands-on experience for students in the areas of science and technology.

ACCS intends to serve both the traditional and nontraditional school population:

1. all types of students
2. school age children who remain at home because of inconvenience to working and non-working parents
3. students who are displaced from the regular school population because of court adjudication
4. children for whom the normal school is inconsistent with their religious and moral values
5. children with physical and other disabilities that retard their mobility or learning
6. stay at home parents with several young children and children who need a great deal of attention
7. students who have been truant but are returning to finish high school or to acquire a GED
8. children who do not function well in large groups
9. pregnant school age children and children who lack self-esteem
10. children with weak academic and social skills

In other words, although we target all learners, the ACCS hopes to attract a population of learners who are underserved and in too many cases forgotten.

2. Measurable Goals and Objectives:

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

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

GOALS	SAMPLE OBJECTIVES
ACADEMIC GOALS	
Goal 1. Students will demonstrate proficiency in Mathematics.	Students will become proficient in selecting and using an appropriate strategy to solve systems of equations and in equalities using graphing calculators, symbol manipulators, spreadsheets and other software.
Goal 2. Students will achieve proficiency in Reading and Listening.	Students will distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda where present.
Goal 3. Students will achieve proficiency in Written and Oral Communication.	Students will communicate their ideas and emotions orally and in writing using the appropriate informative, narrative, and persuasive forms.
Goal 4. Students will achieve proficiency in a World Language.	Students will demonstrate skills in utilizing teleconferencing to communicate in the target language with students in other countries.
Goal 5. Students will achieve proficiency in Social Studies.	Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.
Goal 6. Students will achieve proficiency in Science.	Students will engage in the design and investigation of the principles at work in their physical environment so that they can analyze concepts used to describe natural phenomena, such as Boyle's Law.
Goal 7. Students will achieve competency in Visual and Performing Arts.	Students will identify the principles of light and darkness at work in visual arts.
Goal 8. Students will achieve competency in using Technology.	Students will achieve at a minimum one certification in using computers for workplace-related skills and network development through a program such as Microsoft or Cisco.
Goal 9. Students will demonstrate high levels of Media Literacy.	Students will analyze the arguments made in various media.
Goal 10. Students will demonstrate critical and	Students will identify and evaluate the validity of alternative positions that arise both in the context of the

GOALS	SAMPLE OBJECTIVES
higher order thinking skills.	curriculum and in their interactions with others.
Goal 11. Students will demonstrate skills associated with self-directed learning.	Students will demonstrate questioning, inquiry and research skills by analyzing and using technological design process to solve problems.

B. What are the schools measurable non-academic goals and objectives to promote student performance?
*Explanation: Develop clear **measurable** goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.*

NON-ACADEMIC GOALS	
Goal 12. Students will develop a familiarity with available careers in the sciences and technology.	Students will use Internet communications technology and the World Wide Web to explore information about current careers, and communicate with professionals in their areas of interest
Goal 13. Students will develop effective work habits.	Students will provide services in a work environment through internships.
Goal 14. Students will assume responsibility for their own actions.	Students will participate in student-facilitated discussions in which they share their feelings and motivations, and reflect on connections to their behavior and on the implications of their actions.
Goal 15. Students will strengthen their bonds with their families.	Students will participate with their parents in the life of the school around setting goals for themselves and evaluating their progress.
Goal 16. Students will decrease participation in risky behaviors that threaten their health.	Students will analyze the effects of drugs and alcohol on mental and physical performance.
Goal 17. Students will be physically fit.	Students will engage in physical activities, and develop a thorough understanding of how their body and mind interact to create their physical and mental health.

Recognizing that students from a broad range of locations will present a wide individual range of past experiences, needs, and aspirations, ACCS will assess all students upon entry using a variety of instruments such as DIBELS in the lower grades, placement tests, Pennsylvania System of State Assessment (PSSA) and TerraNova scores where available. Such assessments will be utilized to determine both academic and non-academic needs, and will result in the development of Individual Learning Plans, (ILP's). The ILPs developed for each student will itemize the short and long-range goals and desires of the student, and will specify the academic, social, medical and behavioral supports necessary for maximizing success.

3. Educational Program:
A. Describe the educational program of the school, providing an overview of the curriculum and the content in all subject areas.

Curriculum Overview

ACCS will be different from existing district programmatic offerings. In the spirit of NCLB, schools are charged to incorporate innovative approaches toward meeting the needs of their students. ACCS seeks to be a model for urban, suburban, and rural schools that are seeking to use technology to improve teacher quality, and to create measurable improvement in student performance. Students will have access to the online curriculum seven days a week, twenty-four hours a day. This will allow students to progress at a pace appropriate to their instructional level, maximizing their learning time.

The school's curriculum is standards-based and was designed to meet or to exceed Pennsylvania State Standards. We are committed to helping all students to rise to meet high expectations of both the Pennsylvania standards and the K12 program.

The K12 is research-based, time-tested, and content-rich. It is based largely on the Core Knowledge sequence, a highly specific, rigorous sequence of knowledge and skills to guide schools in the planning and development of a coherent curriculum. Hundreds of public and private schools nationwide now use this sequence to great effect. Both qualitative and quantitative data indicate that schools using the Core Knowledge sequence demonstrate high levels of academic achievement.

Overseeing the development of K12's curriculum is John Holdren (under consideration for the position), former Vice President and Director of Research and publications at the Core Knowledge Foundation, and a co-editor of the Core Knowledge Series (*What Your First [Second, etc.] Grader needs to Know*). K12 team have leveraged the Core Knowledge sequence to build a proprietary phonics program with the help of Louisa Moats, a leading scholar in the field of early reading and a project director at theNnational Institute of Child Health and Human Development; a math program reinforced by Sadlier-Oxford's *Progress in Mathematics*; and an engaging, hands-on proprietary science program based on Core Knowledge and the American Association for the Advancement of Science's *Project 2061 Benchmarks*. In History, the team has again leveraged the Core Knowledge Sequence to build a proprietary program that emphasizes the "story" of history, what it means to be a good and responsible citizen, historical analysis skills, and spatial sense as they work with maps, globes, and other geographic tools.

ACCS will utilize the flexibility and individualization of the web-based K12 curriculum. The school has set the standard for mastery in all core subjects at 80%. In the event a student scores below the 80% mark on a given assessment, ACCS will provide additional on-line support and arrange face-to-face conferences with students and parents. A support center staffed with paraprofessionals and volunteers can also provide students with individual support.

Our initial academic objective is to provide a complete education foundation based on proven methods of instruction and rich challenging content. Our school will require mastery of both

knowledge and skills. The administration of ACCS understands that the students of Pennsylvania need learning experiences that exceed the acquisition of high school diplomas. Consequently, students will have many opportunities to acquire the academic, technological, and career skills necessary to achieve success in college and post-high school careers. These goals will be achieved through the school's vigorous and innovative curriculum delivered by highly qualified instructors and supported by knowledgeable parents.

Curriculum Content (Overview)

The K12 curriculum that ACCS intends to use is a comprehensive program that includes:

Mathematics: Through daily practice, review, and application, the K12 curriculum builds a solid early foundation in both facts and concepts. Students will develop a high degree of mathematical literacy and proficiency.

Language Arts: The language arts program, developed and reviewed by nationally renowned experts, focuses on early mastery of decoding skills through a systematic, phonics-based curriculum, complemented by a generous exposure to stories, myths, fables, and poems from many cultures, many of which communicate models of exemplary virtues. The program places a strong emphasis on the basic building blocks of good communication through oral and written skills. Recognizing the primacy of language skills in the early grades, the program places great emphasis on the skills, rewards, and joys of reading and writing and on the importance of meaningful literature.

History, Geography, and Civics: Beginning in the primary grades, we offer a chronological study of History, complemented by integrated lessons in Geography and Civics. This approach is designed to provide students with a coherent and connected sense of the past and our relation to it.

Science: K12's science program (which has been reviewed by a Nobel laureate) balances hands-on investigation and experimentation with a systematic approach to key scientific concepts. Based upon a classroom-tested program, our science curriculum will integrate Physical Science, Life Sciences, Earth Sciences, and Investigations and Experimentation each year. Students will be introduced to critical and creative thinking through the lens of the scientific method and spend time in the support center to engage their senses to complement their overall education.

Technology: Students will engage in a variety of projects involving technology and 21st century skills. They will learn typing, personal computer skills, and using office software. They will also learn through the use of web quests, create multimedia presentations, interactive games, and talking books, and utilize the Internet to locate information. Secondary students will continue to use technology as a tool and will be able to engage in computer programming, foundational networking skills, and advanced web and/or computer graphic design.

Visual Arts: The art program offers enriching lessons that focus on doing, looking, and knowing. Doing: Students draw, paint, glue, build, mold with clay, and more to develop artistic technique (and fine motor skills). They also create artwork for the sheer joy of it. Looking:

Students spend time learning to look at and talk about works of art. Students learn to recognize artistic techniques and elements of design, express informed opinions about specific pieces, and develop an appreciation for great works if art. Knowing: Students are introduced to the biographies and styles of great artists as well as their place within the history of art. Students will learn how to express their own feelings, how to interpret the expressions of others, and how the arts have been developed in various cultures throughout history.

Music: The music program provides a comprehensive array of activities for musical enjoyment and enrichment with an emphasis on appreciating traditional songs from various cultures, learning basic elements of music, and familiarizing themselves with great works and composers.

World Language: (Separate from K12) The founders of ACCS believe that students should be prepared for the rapid communications and work place changes brought about by rapidly changing demographics and political decisions such as NAFTA. Our graduates will seek higher education and employment opportunities where their use of a second language will be advantageous. All students will have opportunities to study a second language beginning in Kindergarten. They will study Spanish, the second most frequently spoken language in the Nation. The learning of languages will be supported by the use of computer technologies, which will assist with hearing and producing accurate speech, provide insight into vocabulary and grammar, and allow opportunities for communication with speakers of other languages in other countries. The world languages program will require students to:

- Communicate with native speakers using grammar and vocabulary correctly in context;
- Develop a sense of syntax and correct speaking methods;
- Read for theme, content and correct meaning, and build working vocabulary;
- Appreciate the diversity and richness of world peoples and cultures;
- Study literature and journalism in the target language and read for complex themes.

Health Education: A flexible health education program (separate from K12) is designed to ensure that our students develop the lifestyle, nutritional, and overall fitness necessary to lead healthy and active lives.

Methods of Instruction: A Technologically-Infused Learning Experience

Though our delivery of material is unique, our approach to pedagogy is not. To accommodate the diverse learning styles of children, our professionals will employ a variety of "Best-Practice" strategies, including direct instruction, hands-on exploration, use of manipulatives, practice exercises, and "distributed review" – a method of including previous lesson material in a current lesson for the purpose of reinforcing and reviewing the content.

The curriculum was designed with the needs of the student, teacher, and parent in mind. It includes detailed instructional guides, clear presentation of lessons, a comprehensive on-line help system, technical support, optional challenge problems, secondary lessons, and embedded teaching tips. Parents and students will be able to access each lesson from their home by using the K12 web-based program.

ACCS will utilize a performance-based accountability system. It has a private sector philosophy toward accountability and will employ rigorous evaluations of performance in all aspects of its operations. All administrators, teachers, service providers, and students will be held to high performance standards. Any service provider that fails to deliver high quality service will be released. Students will be the clear beneficiaries of this shift to performance-based management.

The school will use methods and curricula that are scientifically-based: phonics for reading, an early introduction to basic math facts, "read aloud" and written work for younger children, and programs that emphasize important values. We also embrace proven new approaches and employ the use of multimedia technology (e.g., Flash animation with video and audio plug-ins) in innovative ways. Our general approach is to employ scientifically-based lessons that are fused to a technologically innovative delivery system.

Computer and networking communication technologies are rapidly changing the ways in which people are working, learning and communicating. ACCS recognizes the need for all students to participate in creative and innovative uses of technologies for thinking and learning. All students will develop their technology skills through the use of technology for learning across the curriculum. Students will participate in virtual classes, supported by whiteboard software, and will be taught how to use a wide range of computer-based tools for working with numbers, text, and graphics as a result of this technologically-infused learning experience as early as Kindergarten students will engage in web quests.

Measuring Student Outcomes

Measurement of student outcomes is fundamental to ACCS. ACCS students will take regular assessments, including lesson assessments, unit assessments, semester assessments, and end-of-year assessments (as well as placement assessments in reading and math).

With the click of a button, the ACCS teacher's can review all screens that provide a variety of information on previously completed lessons, including student assessment results, lesson objectives, and other information about the lesson.

ACCS will provide a multidisciplinary team approach in providing educational programming for students. Teachers and personnel from partner organizations will work with interdisciplinary teams to accommodate the educational needs of the students. The interdisciplinary teams will hold progress assessment conferences for each student as frequently as needed, but not less than once during each 13-week session. Individual Learning Plans (ILP) will be reviewed and revised as required to achieve the desired individual student goals.

Evaluating Pupil Performance: Types of Assessment, Methods, and Timelines

ACCS has a rigorous assessment system that measures student achievement in a number of different ways. In addition to the Pennsylvania System of State Assessment (PSSA), a standards-based test, and TerraNova, a norm-referenced test, the school will use technology in

conjunction with traditional assessment techniques to assess student achievement. No student will be allowed to "slip through the cracks" as a result of this intensive student evaluation.

In all subject areas, student achievement will be assessed through curriculum-embedded lesson assessments, weekly and monthly unit assessments, and semester exams.

Our assessments will be mastery-based, and our approach will be to build a foundation of knowledge and skills from which all of our students can develop higher order thinking and reasoning, (and other) skills – a building block approach.

Pennsylvania System of School Assessment (PSSA)

All ACCS students will take the required state grade level assessments and content area tests. This assessment will be given annually beginning the first year of operation.

Placement Assessments

Initial placement assessments in reading and math will be offered to determine the child's current level of competence so he or she can begin the curriculum at the appropriate place. Both online and offline assessments are designed as diagnostic tests to determine the students' level of ability. The tools will be available immediately upon enrollment, but prior to placement in courses.

Lesson Assessments

In math, science, art, music, and history, every lesson will be followed by a brief assessment. In language arts, there will be assessments after every grammar, usage, mechanics, and composition lesson. These assessments will show whether the student has achieved the objectives of that lesson, or whether a review of some, or all, of the lesson is advisable. Teachers will add these to their repertoire of assessment tools. These assessments will begin in the first year as lessons are completed.

Unit and Semester Assessments

In most subjects, the students will take an assessment at the end of a unit to determine whether or not they have attained key learning objectives for that unit. For each discipline there will be similar assessments in the mid-term and at the end of the unit. Teacher's can use the results of the semester and unit assessments to guide, to review or for additional practice. These assessments will begin in the first year as units are completed.

The aforementioned assessments will be presented in a variety of ways. Some are online questions for the teacher to answer about the student's work; others (for students in grades 3 and up) are questions to be answered directly online by the student. Within these assessment types, the individual items take a variety of forms. In the early grades, many items are short, open-ended questions. The student responds to these questions with a word or number, a phrase, or a sentence or two. Other items require longer responses, and still others entail selected responses.

Using multiple-item term formats will allow students to demonstrate what they have learned in a variety of ways.

Surveys

As an additional level of accountability, students, parents, and teachers will be asked to provide feedback on the school's program, its operation, extra-curricular activities, policies, etc. ACCS will strive to improve continually; therefore we will encourage comments and will make program adjustments when necessary in order to meet the needs of our students.

Supporting Low Performing/At Risk Students

As previously stated, no students should "slip through the cracks" as a result of this intensive system of student evaluation and support. We feel confident that we are able to identify in a timely manner, students who are not performing up to standard. Since this is a standard-based system, students will not be promoted until they have demonstrated proficiency in core subjects. Teachers will use pre-assessments to focus on student weaknesses during initial instruction. The instructional methodologies used will address several different learning styles in every lesson. Thus, the student is less likely to miss the objectives. Overall, we believe the K12 curriculum's approaches and options for individualization make this one of the better programs for identifying and addressing low performing and at-risk students.

In addition, we expect to enroll a number of students who will be considered "at-risk" for school failure based on behavioral referrals, slow academic progress, or inconsistent school attendance, ACCS will employ a wide range of strategies to overcome these issues, including:

- Establishing positive relationships with adults (e.g., teachers, counselors, parents, and social workers) including instituting a school schedule that permits time for teacher/student personal interaction;
- Establishing positive relationships with peers through peer mentoring and group interaction in special thematic learning experiences;
- Focusing courses on high interest areas, including job related skills and technology;
- Providing units of academic work that are interesting, motivational, challenging, and achievable at each student's educational level;
- Teaching students and staff conflict resolution and anger management techniques to prevent minor incidents from escalating;
- Supporting the instructional program through technology, individual support, small group collaborations and teacher study teams;
- Promoting student success and individual growth through use of awards and commendations on a consistent basis; and
- Having students complete community/school service projects in order to provide them with the experience of learning while becoming useful members of their school and community, and providing them with a sense of efficacy.

Summary

ACCS's vision is embodied in an education program that includes a heavy emphasis on reading, writing, math, science, and computer technology-related skills. The program will be supported by substantial student support services, including developing strategies to deal effectively with the wide variety of issues that hinder each individual's learning ability.

Flexibility afforded through the charter school format will enable us to provide an extended school day, "opening" with all teachers coming on-line at 8:00 am, and "closing" with most teachers signing off by 4:00 pm Monday through Friday. However, students will be able to communicate with instructors around the clock. Flexibility of synchronous and asynchronous communication and tech support will permit additional instruction, including self-directed projects and technology courses. A team of full and part-time educators will be committed to curriculum development and student support, in collaboration with our cooperating partner organizations.

The educational program at ACCS is designed to support students in meeting their personal and academic goals through a combination of intensive instruction and technological enhancements, as standard program components. ACCS will provide a stimulating, challenging, and rigorous academic program. ACCS will focus on acquiring real competence in reading, writing, mathematics, science, technology, listening, and speaking as requisites to be stressed across the curriculum, not merely in specific subjects. ACCS students will be given as many opportunities as possible to learn and to practice these skills, taking into consideration that there are multiple forms of intelligence and many different preferred learning styles.

Supplementing the Curriculum

Community partners will serve the school by participating in the educational program in a variety of ways: as mentors, speakers, instructors, project leaders, program participants, and tour guides of their facilities. Their contributions of both human and financial support will help to amplify the school's success.

The possibilities of enhanced communication between ACCS and students' families are exciting for the school. The home and school will be linked electronically, permitting messages to be transmitted quickly and easily. For instance, email affords teachers, students, and parents opportunities to keep in touch on key school issues such as curriculum updates and innovations, homework assignments, upcoming events, and progress reports. Teachers can also send notes to parents commending students for their progress, jobs well done, and service rendered without the usual difficulty of making time for extra phone calls or handwriting notes to be mailed.

Parenting skills will also be part of the curriculum. Myriam Medrian, founding director of the Parenting Project, a nonprofit organization promoting the teaching of parenting skills to students, points out that childrearing classes can help address the increasingly serious problems of child abuse, violence in the home, indifferent parenting, and lack of family values. She stresses the importance of teaching the "Fourth R - Rearing children." This teaching will be integrated throughout the curriculum. Students develop deeper understanding and appreciation of parenting and the physical and psychological needs of children at various ages.

Character Education
ACCS will also integrate character education into the curriculum and culture of the charter school. Character education, as a national movement, creates schools that instill ethics, responsible, and caring in young people by modeling and teaching good character through emphasis on universal values. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.[1]

While the call for character education has become more pronounced in the past decade, character education is not a new idea. As Dr. Thomas Lickona, author of Educating for Character, stated, "Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has two great goals: to help young people to become smart and to help them to become good." Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning, and practice – it is developed through character education. The intentional teaching of good character is particularly important in today's society since our youths face many more opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. Therefore, it is essential that schools resume a proactive role in assisting families and communities by developing caring and respectful environments where students learn core, ethical values.[2]

The ACCS character education program will include the entire school community and will be infused throughout the curriculum. It will promote core values in all phases of school life and will include proactive strategies and practices to help students to understand core, ethical values, as well as to care about and to act upon them. ACCS will include the following guidelines for providing effective, comprehensive character education[3]:

1. Promote and teach core ethical values
2. Foster a caring school community and culture
3. Offer opportunities for moral action
4. Support academic achievement
5. Develop intrinsic motivation
6. Include whole-staff involvement
7. Require positive leadership of staff and students
8. Involve the active participation of parents and community members
9. Assess results and strives to improve

Frequent, public, and consistent commendation of student success relates directly to self-esteem which fosters students' belief in their own self-worth. Building a healthy sense and realistic knowledge of self are continuously emphasized throughout the curriculum. This will be stressed in all subject areas in many ways, especially as part of an intentional study of career options beginning with acquiring skills for setting goals and self-management of time and behavior to achieve them. The curriculum will emphasize developing character and positive self-concept;

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[1] Definition provided by the Character Education Partnership. www.character.org.
[2] The Character Education Partnership, www.character.org.
[3] Ibid.

acquiring the discipline of work, increasing knowledge about various computer-technology related occupations and the skills and competencies necessary to obtain and to retain those positions. The ACCS program will also aim to help students identify with the concept of work as a valued institution, to acquire a sense of independence, and form initial career plans.

Counseling Opportunities:

ACCS will prepare students academically to develop an understanding of careers and learning opportunities that can guide them along their path as they make their way through the educational landscape. Students will also be encouraged to find mentors in occupations they find interesting, either in the local community, or over the Internet, who can help them to make informed decisions regarding their future. ACCS will bring professionals from the local community into the online school environment to meet with students and to chat with them about preparation and selection of institutions of learning. In addition, teachers and administrators will help students to think about higher education as a real possibility.

In order to raise academic achievement and stimulate personal growth, ACCS will integrate counseling opportunities into the curriculum by using a combination of materials and strategies that have demonstrated success. As we progress and grow, we will continually modify the program in light of experience and on-going research into what works and what does not to produce scientifically and technologically sophisticated students. ACCS will offer the following components to support our integrated counseling program:

- Comprehensive individual evaluation and appropriate, intensive instruction in reading, writing, mathematics and problem solving;
- A school day that will allow prolonged, intensive individual and group contact in virtual and physical environments;
- A science and technology program implemented through technology and hands-on participation in science laboratory experiments;
- A solid coherent value system centered on character building, academic accomplishment, life skills, and social skills, integrated throughout the education and support programs;
- A solid coherent behavioral system, emphasizing good conduct and personal responsibility, both in virtual and physical environments;
- Strong personal assistance through individual and group development of effective strategies for dealing with academic issues;
- A school program that will emphasize the need to empower youth to participate in the educational process through their inclusion in current and future plans;
- Time for electives through on-line learning opportunities provided by the charter school and other accredited educational organizations; and
- Flexible, asynchronous learning experiences to provide more time for intensive mathematics, science and technology learning. ACCS will offer three terms of approximately thirteen weeks each, with short inter-session breaks that allow time for self-directed learning opportunities including career exploration and scientific research activities.

Daily Schedule

The proposed school day schedule for all students will approximate the following schedule:

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

A separate, extended class time is provided in the schedule to offer students opportunities to use computers and related technologies to pursue self-directed projects.

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts. Provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts.

ACCS welcomes the opportunity to serve students with disabilities. The founders believe strongly that all people have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society. All

students in the school will have an Individual Learning Plan (ILP) that will help chart their course for learning and development in social, physical, and academic areas. Students who are identified by the student's district of residence Committee on Special Education (CSE) as disabled and requiring an Individualized Educational Plan (IEP) will have their IEP substitute for their ILP. All students with IEPs will be credited for success in the academic, extracurricular and social programs, for providing community services and will be eligible to participate in the same activities as regular education students as much as is appropriate. Most students with disabilities are expected to be learning primarily in the mainstream with their fellow classmates. They will be encouraged to participate and to contribute in all activities, including all academic, social, and recreational events initiated by the school.

The school will implement each student's IEP as specified by the sending district's CSE. Special services required by a student's IEP that are not provided by the school will be provided by the local Intermediate Unit or through fee for service programs at local hospitals or other health care facilities. These include, but may not be limited to the following:

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

ACCS will follow the appropriate team procedures as specified in the Individuals with Disabilities Education Act (IDEA). Their regular education teacher will be present at the team meetings in order to contribute information or to make clear specifications with regard to treatment and accommodations required for the student. All teachers will have access to each student's IEP, and those responsible for that student's education, will understand their role with regard to that IEP's specifications. Each new student with a suspected disability will be evaluated pursuant to applicable Pennsylvania State and Federal laws and regulations. A Teacher Assistance Team will help to identify any other students thought to have special needs.

Record keeping and recording will be done in compliance with IDEA and FERPA. Parents will be kept informed on a regular basis with regard to their children's progress relative to the goals set forth in the IEP. The students' teachers will inform them formally on a bi-monthly basis about their progress, and more frequently on an informal basis.

Teachers with certificates in special education will be hired at a ratio of one teacher to every 10 students. One Special Education teacher will be designated as a leader to assist with the training of regular teachers to work with students with special needs.

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

ACCS will incorporate the following best practices and habits of practice as defined by the PA Department of Education.

BEST PRACTICES	
1. Meaningful continuous assessment that is aligned with standards	
	ACCS will have a standards-based accountability system for all students that includes a systematic review of progress by a certified teacher and regular feedback to parents and students regarding progress relative to State standards and benchmarks. Progress of the school and the student will be linked to the Pennsylvania Accountability System goals, and diagnostic test scores will be used by teachers, parents and administrators to make decisions regarding allocation of additional resources and alterations to a student's program to ensure their success in all academic areas.
2. Rigorous and engaging curriculum	
	The curriculum will provide opportunities for all types of students to achieve high levels and be prepared for challenging careers in mathematics, science, engineering and computer technologies. Using a combination of online coursework and a standards-based scope and sequence from the K12 curriculum (based on Core Knowledge Sequence, an Obie-Porter national demonstration curriculum), students will be provided a variety of learning experiences that will be tailored to their particular strengths and interests. Our curriculum will incorporate the many resources of museums and Universities provided on the newly developed Internet2 (www.internet2.edu) to support real-world research and access to high-tech research tools and projects.
3. Innovative, creative and effective instruction	
	Improved student achievement will be the full focus of our instruction, with regular assessments and reviews providing instant feedback to students regarding their progress relative to their goals and the goals of the school. Our school removes the classroom walls as barriers to teaching and learning, and provides students opportunities to learn from a wide range of resources, including their classroom teachers (on-line- synchronously and asynchronously- and face-to-face), professional mentors, their parents, other students, museums, libraries, and web-based learning software. Students will be stimulated to think creatively and use higher-order thinking skills by collaborating with others to solve real-world problems (through computer-supported collaborative learning).
4. Artful use of infrastructure	
	Student learning will drive the structure of every school day, as students, their parents, and teachers set goals for student work, chart paths for their learning, set deadlines for completion of the work, and continually assess students' learning progress. Our "classes" will be small, with students organized in collaborative groups of 8 or fewer, who will work on-line with others to generate questions, to collect data and to attempt to solve problems with the guidance of school administrators and teachers who are assigned to each group.
5. Deep partnerships with community organizations, universities, businesses and/or, regional and national organizations	
	Our planning group and administration will collaborate with ReadyMinds, Inc., a company that is a national leader in the provision of online career counseling services to youth and adults, and plans to incorporate many community groups, businesses, museums,

	universities, and schools from around the world into our group of partners. Because we will be a cyber school, physical location will not hinder our ability to collaborate with partner organizations and experts wherever they may be. We will encourage the exploration of local resources for students, such as the Academy of Natural Sciences in Philadelphia, and we will also develop partnerships with organizations such as the National Center for Supercomputing Applications in Illinois.
6. Intensive teacher and leadership training	
	Our teachers and administrators will be the main visionaries for connecting students and their parents with the resources and teaching and learning methods that can help them to build on prior knowledge and skills to learn most efficiently and effectively. We will provide our teachers with regular professional development that will be focused on developing skills and knowledge in using tools to assess students' progress and in using a combination of Web-based and face-to-face teaching to help students to meet the goals of the school, the state, and their students.

HABITS OF PRACTICE	
1. Serve students who have traditionally been underserved by the public schools, are considered hard to reach and/or are underrepresented in future career fields	
	Our program will provide particular support for minority students and females who have not been drawn traditionally to these fields. We will recruit heavily from these groups, through radio, newspapers and the Web. An on-line school provides the promise of reducing some of the stigma that is often placed on members of these groups when they attempt to study science and technology. We will research the progress of these underserved students and adjust our model to ensure their ultimate success in the school and beyond.
2. Focus on building relationships and trust	
	We will build a strong foundation of relationships and trust by providing open access to our teachers and administrators through email, chat rooms, and face-to-face meetings with students and families. We will provide continual monitoring and feedback regarding student work to parents, students and teachers, creating a bond of mutual responsibility and support for their ultimate success.
3. Build upon education practices proven successful nationally and/or are supported through scientifically based research	
	Computer-based learning has been proven to be successful in helping students to achieve both basic skills and higher-order thinking skills (Papert, 1994, *The Children's Machine : Rethinking School in the Age of the Computer*). Computer-supported collaborative learning, a primary approach that will be used by this school for student learning, has been shown to be highly valuable for teaching and learning both social and academic skills, and is recommended as an educational technique by the US Department of Education (Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. *The Journal of the Learning Sciences*, 3(3), 265-283). Other curricula for the school, such as the Core Knowledge Sequence, have also been proven to improve student achievement (Sam Stringfield, Amanda Datnow, Geoffrey Borman, and Laura Rachuba *(1999) National Evaluation of Core Knowledge Sequence Implementation: Final Report* of the Center for Social Organization of Schools, Johns Hopkins University).

4. Foster positive partnerships with their local school district in order to inform each other's practice, share knowledge and leverage resources	
	We plan to contact and form mutually beneficial partnerships with the school districts from which we draw students. We will offer, for example, free web-based training to their teachers who are interested in using those techniques.
5. Commit to participating in networks with colleagues at other Pennsylvania charter schools and charter schools in other states	
	We plan to join the Pennsylvania Coalition of Charter Schools and the Charter Friends National Network. We will also form a partnership with the Colorado Cyberschools Association to share strategies that have been developed by cyberschools in other states.

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

ACCS will operate on a 182-day calendar that will mirror those of local School Districts (e.g., The School District of Philadelphia's calendar). Although the school teachers will operate on a traditional calendar, opportunities for students to learn will exist 24 hours, all year long, through the school's web-based medium.

ACCS regular hours of operation will be from 8:00 am to 4:00 p.m Eastern Time. The students will be eligible to participate in at least 6.5 hours of instruction from trained teachers each regular school day (1,183 hours of instructional time annually). Secondary students will exceed 30 credit hours of instruction. Therefore, ACCS will exceed the 180 days/900 hours of instruction time requirement set forth in 1715(A) of the Charter School Law.

4. School Accountability:
***School Evaluation*:**

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

ACCS will use a full complement of data sources for self-assessment purposes to ensure that the school is meeting its stated mission and objectives. These sources include, but are not limited to, student performance on standardized tests, attendance rate, parent satisfaction surveys, student satisfaction surveys, community satisfaction surveys, data reported in the annual report, number of students on waiting list, school safety data, school discipline data, etc. The results of these multiple assessments will be used to refine the curriculum in order to ensure that the charter school is meeting its stated mission.

ACCS will also actively seek perceptions of students, staff, parents and community members. Students, parents, and staff will be asked to complete evaluation surveys during the fall and the spring of the school year. The information from these surveys will provide valuable insight into the success and shortcomings of our curriculum and program. This information will be used to refine our curriculum. Students and parents will be apprised of all significant changes, in writing. An annual survey of the community, focusing especially on our community partners, will also be

conducted and the results will be used to make any necessary changes to our educational program.

In addition, students, parents, and community members will be able to send emails with questions, feedback or suggestions directly from the school website. These emails will be logged and responded to and used to gauge the effectiveness of the school's procedures. These inputs will enable ACCS staff to determine whether the school is meeting its stated goals and whether the students, parents and community are satisfied by the school's performance.

ACCS's staff and Board of Trustees will use the results of our self-assessment to make changes in the curriculum and policies of the school as needed. The small size of the school and its governance structure will enable the school to adjust its curriculum if performance data indicates an area in need of improvement.

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

An integral part of the school's self-assessment and accountability plan is the staff evaluation plan. Teachers and administrators at ACCS will be evaluated through a combination of self-assessment and performance reviews. Performance reviews will be conducted annually based upon personal portfolios and a published set of performance standards designed by professionals in the PA Department of Education (426).

The Board will select the CEO, the assistant principal, or other appropriate person to serve as the teacher evaluator, depending upon the experience and expertise of the individuals hired to be the CEO and assistant CEO. Teachers will be provided with a detailed set of clearly defined rubrics. The rubrics will be distributed to all teachers upon their hiring and will reflect the school's emphasis on teacher professionalism, college preparation, and a rigorous curriculum.

The evaluator will complete a performance evaluation each time that he or she observes a teacher. Teachers will use the same performance evaluation rubrics to complete a self-assessment at the end of the school year. If the evaluator is someone other than the CEO, then the CEO will also observe each teacher at least once per year and will complete an evaluation. The CEO and the evaluator will then meet with each teacher to review the teacher's self-assessment and the evaluations. The CEO and the teacher will use their evaluation forms as the basis for discussing the teacher's performance for the year. The CEO will then give the teacher a rating of "exemplary," "satisfactory," or "unsatisfactory" based on the teacher's ratings in each of the domains of the performance standards.

All ratings will be considered by the Board in determining retention, assignment, and salary increases. The Board will also determine if the funds are available to provide bonuses to the teachers who attain an "exemplary" rating. The Board will be looking into converting this performance evaluation process into a full performance-based-pay system in the coming years.

An important determinant of the teacher evaluation process will be professional development. All ACCS teachers will participate in professional development on how to integrate technology

into the curriculum and how to harness the power of technology to advance their teaching practices. All teachers will also attend professional development courses that are tailored to the curriculum. Beyond these professional development programs, teachers and administrators will be given the flexibility to pursue the kinds of professional development activities that best suit their individual needs.

The ACCS's founders believe that "teachers tend to know where their areas of strength and relative weakness lie and are keen to bring all areas of their practice to higher levels. If provided with a safe and respectful environment, most teachers will choose to concentrate their efforts at professional growth in those areas in which they have the greatest need" (Danielson 2000, p. 25). As a result, teachers will be encouraged to engage in a wide range of professional development activities. These professional development endeavors will be recorded and will positively impact the teacher's annual performance review.

If a teacher receives a low rating in a particular category of the performance standards, that teacher will be expected to remediate his or her relative weaknesses with an approved professional development course within six months of the evaluation. Failure to do so may result in the teacher being placed on probation, as determined by the Board. Any teacher receiving an overall "unsatisfactory" rating will be required to remediate his or her areas of weakness through approved professional development. The teacher will create a remediation plan for him or herself, specifying the professional development that he or she will pursue, and will submit the plan to the CEO. The CEO and the teacher will both sign the agreed upon course of action. This signed agreement will serve as a commitment by the teacher to address his or her weaknesses. Failure to complete the agreement will constitute grounds for teacher termination, as determined by the Board.

ACCS non-teaching staff will also be evaluated by the CEO using published rubrics. The CEO will meet with each non-teaching staff member to review his or her self-assessment and the CEO's evaluation. The CEO will then rate each staff member. The ratings will be "exemplary," "satisfactory," or "unsatisfactory" and will be based upon the performance review. The review process for administrators will be the same as described above for teachers. In addition, non-teaching staff who receive "exemplary" ratings will be eligible for any bonuses granted by the Board. Teachers and non-teaching staff will be allowed to appeal any "unsatisfactory" ratings to the Board of Trustees.

For a further degree of accountability, the CEO will be subject to an annual performance review conducted by the Board of Trustees and will be judged based upon attainment or progress toward the school's stated goals.

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

As a charter school, ACCS is ultimately accountable for its performance to those who are outside of the school staff and Board. In order to survive, our school must satisfy the needs of students and parents and continue to attract new enrollees. The school is also accountable to the State for

meeting the goals and terms promised in this application, and ultimately to the taxpayers in the Commonwealth and the United States who fund this program. The school will make available to parents information on all of the following:

- School site visit by a team of trained personnel
- A report on the evaluator's visit, noting strengths, areas of concern, and strategies for immediate and long-term improvements
- Development of and Corrective Action Plans
- Follow up visits
- Independent monitoring by an Accountability Review Council
- Monitoring of student performance goals as per No Child Left Behind
- Standardized test scores

ACCS's founders and staff will view all parents as their customers. As a school of choice, ACCS will be directly accountable to the parents. If their needs are not met, ACCS will assist parents in finding another appropriate placement for their children.

The school will strive to serve its parent-customers through a variety of systems and activities. These include the following: (a) Providing Information, (b) Establishing Dialogue, and (c) Sharing Governance.

Providing Information

Parents will receive report cards that will list the students' goals as indicated in their Individual Learning Plans (ILPs) for the year, and will indicate their progress toward these goals, illustrated with examples. Report cards will be distributed to parents or guardians through the regular mail and they will be available to parents and students online at any time. Report card review and planning sessions will be held through teleconferencing at the beginning of the year and at the end of each quarter. The participants will review the student's progress with regard to his/her and the school's learning goals, and create and revise plans to be included in the student's ILP. The sessions will involve the generation of ideas of how parent, teacher, and student can work together to meet the individual and school standards.

In addition to the quarterly reports, teachers will send, through email, bimonthly updates on a student's progress with regard to his or her ILP when necessary, with opportunities for parents to respond to the teacher on a return sheet. The staff will also offer workshops that parents can attend in person or online. These workshops will focus on helping the parent to improve their skills in assisting their children with their learning goals.

The school's Annual Report will be developed each year for submission to the school districts in which the students reside and to State Department of Education. Copies of this Annual Report will be provided to parents through the school's main office, and will be made available through the school's website. The report will provide details for parents regarding the school's staff, budget, academic achievements, and future plans.

Establishing Dialogue

ACCS staff and Board of Trustees will work directly with our parents to create a dialogue that invites and discusses ideas, addresses criticism and develops creative solutions for helping their children to meet high standards. Our first contact with parents interested in enrolling their students in the school will likely be at community meetings that will be held in conjunction with community organizations throughout the area. We will also hold a series of open houses where parents and students can come to meet the staff, Board members and administrators. Through our website and electronic mail, we will also establish an electronic forum for the discussion and involvement of parents in sharing ideas and developing solutions. Parents on the Board of Trustees will be directly involved in communicating with the staff and other Board members regarding the services being provided to their children. Parents will have access to all board meetings which will be well publicized, in accordance with Pennsylvania State Law.

Sharing Governance

Including parents in the decision-making process for meeting students' learning needs is a central goal of the school. Parents will be directly involved in decision-making at the school, both formally and informally. Parents and students, by participating in the development of Individual Learning Plans, completion of forms regarding the schools' performance, parent training programs, and through the development of the discipline code, will help to set goals for student achievement and student behavior.

Parents will be able to participate formally in the decision-making process of the school by becoming involved in the Parent Advisory Committee (PAC). The PAC will work closely with the school CEO to develop programs for students, and to help bring their expertise to bear on school problems.

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

The charter school plans to contract with an external management company for assistance with financial management and other management functions of the school. The external management company, working closely with the charter's CEO, will furnish the following financial documents and statements to the Board Treasurer on a monthly basis:

- Monthly balance sheets
- Statements of income and sources and uses of funds (monthly and cumulatively for the fiscal year to date)

The Treasurer will present these statements to the Board at the monthly meetings, and the Board will review these monthly statements to determine (taking into consideration recommendations of the external management organization) if any changes need to be made to the then-current Approved Operating Budget.

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

ACCS's founders understand that, under FERPA, schools must generally afford parents:

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

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

Access to Education Records

To comply with FERPA, ACCS will provide parents with the following access to their children's education records:

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

Amendment of Education Records

To comply with FERPA, ACCS will:

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

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

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

Disclosure of Education Records

To comply with FERPA, ACCS will:

- Have a parent's consent prior to the disclosure of education records;

- Ensure that the consent is signed and dated and states the purpose of the disclosure.

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

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

Annual Notification

Each year, ACCS will notify parents (of enrolled students) that the school must allow parents to:

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

The annual notice will also include:

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

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

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

ACCS recognizes that charter school funding is based on enrollment and that, an accurate child count is necessary. The school will develop a system for maintaining up-to-date student enrollment data, which will be essential in completing the required Pennsylvania Department of Education and School District child accounting forms (including, but not limited to, PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership).

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

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

ACCS also intends to use a student information software system, such as Administrators Plus or PowerSchool, to track enrollment data to make-sure that our enrollment figures are always up-to-date, reflecting new students and any withdrawals.

A. Describe plans to evaluate student performance.

ACCS's staff and Board will continually evaluate student's performance, assessing their progress through annually administered standardized assessments, including Pennsylvania System of State Assessment (PSSA).

Pennsylvania System of State Assessment (PSSA) Testing

The Pennsylvania System of School Assessments (Pennsylvania System of State Assessment (PSSA)) will be given according to the following schedule, with additional assessments administered as they become available.

Spring:
- 5th and 8th Grade Writing Test;

Spring:
- 3rd, 5th, 8th, and 11th Grade Math & Reading Operational Test
- 4th and 7th grade Science, Technology, Environment, and Ecology field test

Student assessment information that is obtained and documented on student performance will be archived digitally and kept in a relational database on a secure server in the school and in password-protected files located in homerooms.

Student work will be assessed regularly through grade level assessments scored using rubrics developed by teachers in grade level groups. Students will also maintain portfolios that will document their progress in all subjects in the school.

For students with significant disabilities, ACCS will administer the Pennsylvania Alternative System of Assessment in Reading, Writing and Mathematics (as indicated by their IEP).

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

ACCS's many academic goals will be assessed regularly to determine whether the school is accomplishing its mission of preparing students to be knowledgeable and proficient in all subject areas. The school's overall learning goals will be assessed according to the table below. Additional assessments may be developed and added to this table as the school grows and begins to understand the needs of our students better. Feedback from these assessments will be reviewed regularly to ensure that the school is devoting sufficient resources to achieving all of its goals.

Academic Goals	**Indicators**	**Estimated Baseline**	**Targets 2005-2009**
Goal 1. Students will achieve proficiency in Mathematics	PSSA	Average from area Elementary Schools	Improve Percentage at Proficient Level from Baseline by 5% per year
Goal 2. Students will achieve proficiency in Reading and Listening	PSSA	Average from area Elementary Schools	Improve Percentage at Proficient Level from Baseline by 5% per year
Goal 3. Students will achieve proficiency in Writing and Oral Communication	PSSA	Average from area Elementary Schools	Improve Percentage at Proficient Level from Baseline by 5% per year
Goal 4. Students will achieve proficiency in a World language	Portfolios Performances	Assessed at school opening, 2005	Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)
Goal 5. Students will achieve proficiency in Social studies	Portfolios	Average from area Elementary Schools	Improve Percentage at Proficient Level from Baseline by 5% per year
Goal 6. Students will achieve proficiency in Science	PSSA	Average from area Elementary Schools	Improve Percentage at Proficient Level from Baseline by 5% per year
Goal 7. Students will achieve competency in Visual and Performing Arts	Portfolios Performances	Assessed at school opening, 2005	Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)
Goal 8. Students will achieve competency in	Portfolios Performances	Assessed at school opening, 2005	Improve average end of year rubric scores on a 4

using Technology	Microsoft Certification		point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)
Goal 9. Students will demonstrate high levels of Media Literacy	Portfolios Performances	Assessed at school opening, 2005	Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)
Goal 10. Students will demonstrate critical and higher order thinking skills	Teacher Evaluations of Student Performance, Parent Feedback	Assessed at school opening, 2005	Cornell Critical Thinking Test, Level X
Goal 11. Students will demonstrate skills associated with self-directed learning	Review of Student Work	Assessed at school opening, 2005	Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)

For students with significant disabilities, ACCS will administer the Pennsylvania Alternative System of Assessment in Reading, Writing and Mathematics (as indicated by their IEP).

About ACCS Rubrics

A rubric is a guide for assessing students' knowledge or skill when presented in the form of a performance or project (Rubrics and Scoring, *SRI Center for Technology in Learnin*g, 2002; see: http://pals.sri.com/guide/scoringdetail.html). Although teachers will be encouraged to develop their own rubrics for student performances, essays and projects, and to share them with their students, the school will provide teachers with a set of standard guidelines for developing those rubrics.

Most rubrics today are developed on a four-point scale, with the scale approximating the following:

- Unacceptable demonstration of knowledge and/or skill in the area
- Marginally acceptable demonstration of knowledge and/or skill in the area, may require additional proof of understanding
- Acceptable demonstration of knowledge and/or skill in the area
- Goes beyond the expected in demonstration of knowledge and/or skill in the area

A common organization of rubrics is demonstrated in the following general rubric:

Advanced: Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.

Proficient: Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score provides evidence of skills necessary for progress in the academic content area tested.

Basic: Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.
Minimal: Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.

Rubrics at ACCS will possess the following characteristics:

- Continuous
- Parallel
- Coherent
- Highly Descriptive
- Valid
- Reliable

The following sample rubric for scoring English essays will serve as an example of the type of assessment that will be used at ACCS to examine students' work and to provide feedback regarding their performances and projects (from Moskal, Barbara M. Scoring rubrics: what, when and how? *Practical Assessment, Research & Evaluation*, 7(3), 2000).

Rubric Example
-3- *Meets Expectations for a first Draft of a Professional Report* The document can be easily followed. A combination of the following are apparent in the document: ✓ Effective transitions are used throughout. ✓ A professional format is used. ✓ The graphics are descriptive and clearly support the document's purpose. The document is clear and concise and appropriate grammar is used throughout.
-2- *Adequate* The document can be easily followed. A combination of the following are apparent in the document: ✓ Basic transitions are used. ✓ A structured format is used. ✓ Some supporting graphics are provided, but are not clearly explained. The document contains minimal distractions that appear in a combination of the following forms:

✓ Flow in thought ✓ Graphical presentation ✓ Grammar/mechanics
-1- *Needs Improvement* Organization of document is difficult to follow due to a combination of following: ✓ Inadequate transitions ✓ Rambling format ✓ Insufficient or irrelevant information ✓ Ambiguous graphics The document contains numerous distractions that appear in the a combination of the following forms: ✓ Flow in thought ✓ Graphical presentations ✓ Grammar/mechanics
-0- *Inadequate* There appears to be no organization of the document's contents. Sentences are difficult to read and understand.

C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.
Explanation: Describe your commitment to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (Pennsylvania System of State Assessment (PSSA)) or the PA Alternate School Assessment (PASA); and an analysis of assessment results to improve student performance.

The Board of Trustees will meet regularly and receive reports from the school's CEO at each meeting regarding student progress toward the school's learning goals, as measured by standardized tests, student test scores from grade level rubrics, and evidence from student portfolios and projects. In addition, the Board of Trustees will conduct an Annual Review of student achievements relative to the goals and objectives of the school each year. The results of this Review will be made public in an Annual Report, and a copy will be submitted to the School District and to the PA Department of Education by August 1 each year. An outside evaluator will be solicited within the first three years of operation to examine student performance relative to the school's operations and to provide feedback on whether the school's emphasis and resources are most effectively organized.

Results from the Pennsylvania System of State Assessment (PSSA) in its respective grades will be particularly scrutinized, as they provide information on proficiency and reference points to other students in their age group. Results of these tests will be reviewed thoroughly by the Board

of Trustees, by the CEO and by the teachers within two months of their receipt. Information from the school-wide tests will be included in the Annual Report.

Results from these tests will be used by teachers and other staff members in professional development sessions to review the school's progress toward meeting its high academic standards. These sessions will identify areas where student performance is particularly weak, and enable teachers and other staff to develop corrective action plans to improve the focus and direction of the school.

5. School Community:
A. Describe the relationship of your school with the surrounding community.

The ACCS CS planning group considers that involvement of the community and the general public, particularly parents and students, in the development of the design for the school is essential to our ultimate success. We will take a spiraling approach to community involvement, beginning by identifying a core of founding organizations and individuals who are committed to our mission of providing an alternative learning experience based on a cyber-education format. For example, we will begin by contacting the Franklin Institute, the Academy of Natural Sciences, the Wagner Free Institute for Science Education, Black Alliance for Educational Options, and other forward-thinking organizations that would be interested in our mission.

We will maintain a database of interested organizations that will be readily available to for developing partnerships, particularly for the enhancement of the science and technology education aspects of our program.

We will develop a website to inform the larger community regarding our mission and vision, and to keep in touch with our students, parents, and community partners (www.cybercharter.com).

We will continue to hold a series of community meetings in a variety of physical locations in the State throughout the application process to share our ideas with the community, gather feedback, and to recruit parents and students to the school. The initial meetings will be held in Philadelphia, and Delaware counties and then adjacent counties as need and interest expands. We will also hold at least two "virtual" community meetings that will be hosted and advertised on our website.

The founders of ACCS Charter School followed a comprehensive plan for involving the community in the development of the school's design and educational program. During this program, the founders involved the community in the following ways:

1. Assessed community interest in the CCS
    - Contacted community groups to discuss the possibilities for forming a new charter school.
    - Held informational meetings for the community to discuss the activities and opportunities surrounding the founding of the CCS.
    - Conducted a survey of potential parents for the charter school

2. Informed the local community about the founding of the CCS
    - Established an interim Administrative/School Information Office (eg, office equipment and telephone in donated space).
    - Contacted community organizations to discuss plans for the CCS.
    - Contacted local newspapers to alert them to the development of the new school.
    - Developed and posted flyers and brochure regarding the CCS and contact information.
    - Held informational meetings for students, parents, and older community members about the school to obtain their input, online and in community centers.
    - Created a website describing the mission and vision for the school, and inviting feedback on our model.
3. Built a coalition of interested community members
    - Developed a database of interested community members
    - Developed a school website for communicating with our community
    - Recruited community members and parents to serve on the Board of Trustees for the school.
    - Circulated petitions in support of the school to the community.
    - Recruited local organizations to serve as partners for the school.
4. Recruited local students and parents to participate in the school
    - Developed application forms for students
    - Held focus groups for prospective students and parents

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

Parents are part of the community, too. Therefore, parents will have a great role to play in the school:

- Parents are working professionals who will have something to share with students;
- Parents will naturally market the viability and credibility of ACCS;
- Parents may have educational experiences of their own when they partake in such activities as "Take My Parent To School Day" and accompany their child on field trips.

Finally, through participation in governance activities (from the Parent Advisory Council to the participation on the Board of Trustees), parents will play a strategic role in implementing and safeguarding ACCS's mission.

C. Describe procedures established to review complaints of parents regarding operation of the charter school.
Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other community organizations.

ACCS will maintain an open-door policy with its parents and, thus, will provide a variety of avenues for parents to register complaints or concerns and to ask questions about the school's progress toward its goals. These avenues include the following: (a) talking with a teacher and/or administrator, (b) sending a comment via the school's website, (c) addressing a concern among

the Parent's Advisory Council, requesting the parent representative on the Board of Trustees to raise the issue at the next board meeting, (d) and entering a comment during the public comment period of the monthly board meeting. All grievances will be handled expeditiously and diplomatically with the intention of bringing those involved in the conflict to a consensus and a resolution.

In matters concerning special needs students (i.e., those with Individualized Education Plans), due process proceeding will be followed in compliance with all applicable federal and state laws.

Finally, all parents will be made aware (via the Student Handbook & Parent Handbook) that they may address any grievances to the chartering authority or the Pennsylvania Department of Education, should they not feel their concern has been handled in a satisfactory manner at the school level.

6. Extra-curricular activities (athletics, publications and organizations):
A. Describe the program of extra-curricular activities planned for the charter School.
Note: **Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.**

The school will provide a number of extra-curricular activities, which will be integrated with the core school program to support the attainment of students' academic and non-academic goals. While students will help to select and to develop the actual extra-curricular activities based on their needs and interests, several types of activities will be present: sports, visual and performing arts, technology studies, and reading clubs. The school's staff will strongly encourage participation in the extra-curricular program. Activities will occur primarily after the core school hours. A brief outline of potential elements for the extra-curricular program is provided below.

> Sports: ACCS will research and identify sports programs for parents and students that are available to them throughout the community. Every attempt will be made to identify sports teams that are co-educational whenever possible to reduce discrimination and bias that are often by-products of the sports system.
>
> Arts: Music, visual, and performing arts may be available for those who are interested in pursuing their artistic development outside of the core program. Painting, dance, sculpture, theater, and music studies will be available at varying times of the year.
>
> Technology: Becoming computer literate is important to all students, given the increased importance in the burgeoning information economy and the importance of computers for access to and analysis of the media. Programs will therefore be available for students to learn and to develop their skills while working with computers on projects for their core curriculum, as well as for students who want to learn more advanced techniques of computer programming and engineering, such as Microsoft Certified Software Operators programs.
>
> Reading club: Should additional grant funding become available, a before-school program will provide an opportunity for students who wish to participate in reading

activities, in English and other languages as well. Students wanting to participate in a before-school program might be assigned to a reading group of students from mixed grades each month. The groups could meet to discuss works of literature with adult facilitators each month. Reading discussions will emphasize the lives of children in different places, cultures and countries, and familiarize students with current problems and achievements in different regions.

ACCS will work through our CEO to identify sports, arts and educational activities in the after-school hours for students in grades K-12. Long- and short-term activities will be sought for our students that provide enrichment and instruction that support the School's mission and goals. Parents and students will be informed of these activities including the dates, times, enrollment forms and fees so that they may make the best possible choices, should they choose activities provided by outside organizations.

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.
Explanation: Identify organized activities that complement the mission of the charter school and the programs in the school district of students' residence.

The school does not have any plans to work with the school districts in which the students reside in providing extracurricular activities for our students. However, the school will not rule out any future opportunities to form partnerships or provide fees for student participation in the students' neighborhood district.

7. Technology Support:
A. Describe how you will improve student achievement through effective uses of technology.

ACCS students' learning experience will be based in the K12 technology-infused curriculum. Because K12 is a web-based program, parents and students may access all lessons from their home. The curriculum was designed with the needs of the student, teacher, and parent in mind. The program includes detailed instructional guides, clear presentation of lessons, a comprehensive on-line help system, technical support, optional challenge problems, secondary lessons, and embedded teaching tips.

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

ACCS will use a multi faceted approach to provide technical support to students and parents including, but not limited to the following:

- In depth student and parent training sessions with K12 technicians and educators. Training sessions will be held during each enrollment period with regularly scheduled sessions during the remainder of the school year
- K12 technical support online and email support

School staff assistance online and at each hub

Every effort will be made to ensure that students and parents have access to the technical support required to maximize achievement and student productivity while on line.

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

A registration ID, username, and password will be given to each student that is admitted to ACCS. The K12 curriculum is also password protected. In addition, the school base server that houses student data will be protected by a firewall, which will only allow for needed and specified connections. This will protect against outside attacks and also close possible security holes.

D. Describe the methods to ensure authenticity of student work submitted and proctoring of exams.

Placement tests, semester assessments, and all standardized tests will be done at the support center. Weekly conferences between teacher & student and student projects will also help to ensure authenticity. School staff will be responsible for the scheduling and proctoring of all assessments. Parents may also request that their children be assessed in-person at a hub regardless of the format.

E. Describe equipment such as hardware, software, and Internet connections to be provided to students.

ACCS students will access the K12 online curriculum using PC's. Internet services will be provided by the ACCS. Teachers will have a variety of software products to assess student performance. Each hub will have an interactive whiteboard and projector for teaching and training purposes.

II. NEEDS ASSESSMENT
1. Statement of Need:
A. Why is there a need for this type of school?

The number of parents choosing to educate their children primarily at home or in small learning environments has grown tremendously over the past decade, as part of a larger movement of parents taking advantage of new educational options for their children. Many parents are choosing to educate their children in alternative ways from their traditional neighborhood public schools with the hope that that education can better prepare their child for a rapidly changing future (Smith, June 9, 2003, Number of black children taught at home growing, Washington Times B4). However, in many cases, parents making those choices must sacrifice some of the advantages of a larger school system in order to achieve a more personalized experience for their child. As the demands of a high tech, science-driven world become increasingly pressing, many students are suffering from a lack of meaningful, focused, consistent

education in science and digital technologies (ZUNIGA and RODRIGUES, Oct. 31, 2003, Schools boosting tech skills, but reports show minorities lack computers at home), The Houston Chronicle. Across the State of Pennsylvania, some students are being exposed to a science and technology education that will make them leaders in the field. But, those opportunities are inconsistent, are not available to many students, and are scarce in charter schools because of limited resources.

As the numbers of poor students and minority students grow in our State, and more science and technology jobs are contracted out to other States and other countries, it is becoming increasingly important that learners are provided an opportunities to learn a higher level of science and technology and other important academic skills that will ensure them a job in their increasingly tech-dependent world. Opportunities are being developed for students in many districts, such as the new high tech school Microsoft is developing with the School District of Philadelphia. However, this school will be limited in scope, will not open until at least 2006, and will be limited to a few students of high school age. We contend that a cyberschool, with web-based and face-to-face learning focused on intense hands-on science and technological skills is needed to provide the full advantage of fast-developing new research and learning technologies to children beginning in the first years of elementary school.

B. Explain why the charter school model is an appropriate vehicle to address this need.
Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.
The Charter School, with its greater autonomy, is free to design a curriculum. The Charter School will exhibit the elements of an effective school – strong leadership, adequate resources at the school level, a high-caliber faculty, an attractive setting, a proven curriculum and pedagogy, an orderly, friendly environment, parental involvement, and a distinctive mission and culture. Furthermore, because of its flexibility in curriculum design and its tailored teaching methodologies, the charter school is better suited for inclusion and LEP and special needs students. Moreover, the medium of instruction deliver through the cyber web is attractive and suitable to parents who prefer an alternative to the traditional school building and tradition curriculum.

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? What is the age of kindergarten entry and the age of beginners entry? How many students are expected to be in each grade or grouping?

In its first year of operation, the ACCS will serve 600 students in grades K-5. The school will add one additional grade of 100 students annually, until the school is operating at capacity in Year 13, at which point it will serve 1300 students in K-12. In order to enter the Kindergarten class, students must be four years, five months old by September 1 of the enrollment year.

A breakdown of the students by grade and year of operation is provided in the table below.

		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total Enrollment
Year 1 K-5	100	100	100	100	100	100	N/A	NA	NA	NA	NA	NA	NA	**600**
Year 2 K-6	100	100	100	100	100	100	100	NA	NA	NA	NA	NA	NA	**700**
Year 3 K-7	100	100	100	100	100	100	100	100	NA	NA	NA	NA	NA	**800**
Year 4 K-8	100	100	100	100	100	100	100	100	100	NA	NA	NA	NA	**900**
Year 5 K-8	100	100	100	100	100	100	100	100	100	100	NA	NA	NA	**1000**
Year 6 K-8	100	100	100	100	100	100	100	100	100	100	100	NA	NA	**1100**
Year 7 K-8	100	100	100	100	100	100	100	100	100	100	100	100	NA	**1200**
Year 8 K-8	100	100	100	100	100	100	100	100	100	100	100	100	100	**1300**

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

ACCS will be located in Philadelphia, Chester, and Delaware Counties, the primary communities to be served by the school. ACCS intends to serve all types of students regardless of race, ethnicity, social economics, religious, or academic ability. Although there are large sections of the population of these counties who are in the upper socio-economic brackets, pockets of poverty do exist and represent the same drawbacks of the culture of poverty as the county of Philadelphia:

- People living below the federal poverty level.
- Abandoned houses
- Severe unemployment
- High crime

The challenge for ACCS is to motivate these families to want an education and to prepare them socially and academically to become self-sufficient ready to enter the world of work or college.

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

ACCS will focus on areas that have high minority and special needs populations, a population that has struggled to cross the expanding digital divide. As the numbers of poor students and minority students grow in our State, and more science and technology jobs are contracted out to other States and other countries, it is becoming increasingly important that everyone be provided an opportunity to learn a higher level of science and technology and other important academic skills that will ensure them a job in their increasingly tech-dependent world. Such skill development and preparation must begin in the early grades.

Other suitable locations exist around the State. However, we selected areas that have a high incidence of drop-outs, minorities, and violence.

D. Describe any unique demographic characteristics of the student population to be served, including primary languages spoken.
Explanation: Provide a description of the students to be served and the community in which the school will be located.
The student group targeted for the ACCS program will be ethnically diverse with a marginally significant proportion of African-Americans (60%-65%). English will be the dominant tongue (although not required to take advantage of the K12 curriculum.)

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?

ACCS Co-founders have discussed the possibility of creating a cyber charter school with the School District of Philadelphia, Philadelphia County, the area around Chester Upland School District, Delaware County, and some areas in Chester County.

Additionally, the Founding Coalition sent a letter to the Superintendents of the School Districts in the regions from which we anticipate enrolling students formally indicating our plans to apply for a cyber charter to open in fall 2005.

B. What efforts will be implemented to maintain a collaborative relationship with school districts?
Note*: Letters of intent must be sent to all school districts from which the charter school could reasonably expect to draw students.*

In the letter referenced above, the Founding Coalition indicated its desire to maintain a collaborative relationship with the School Districts in Philadelphia, Delaware, and Chester County.

Furthermore, the Founding Coalition recognizes that communication between the school and the District is crucial to maintaining a positive relationship. Therefore, the charter school plans to provide the district with accurate enrollment data, to cooperate with district administrators wishing to visit the school, or to collect data from the school, and to maintain open lines of communication between the school and the local school districts.

C. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others, through the use of letters of support, surveys, or other tangible means.
Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents; and evidence that the breadth of community support extends beyond the core group of founders.

ACCS's Founding Coalition believes that the key to a successful charter school is community support. However, this support must be stronger than individuals merely agreeing to sign a petition in support of the school. This support must be sustainable. In other words, a successful school requires individuals and community organizations willing to invest in the school. This investment includes parents who intend to enroll their children in the school, community members interested in volunteering in the school, and community groups interested in partnering with the school financially, programmatically, or otherwise.

Thus, the group is prepared to launch a campaign to cultivate sustainable community support for our charter school plan. The ACCS Charter School has developed close alliances with a number of prominent organizations and schools throughout the City of Philadelphia and the metropolitan region. These relationships are intended to benefit the charter school and its partners. In addition, the partnerships are designed to strengthen and to help the school to meet its mission and address all stated goals.

The following schools, institutions, and community groups have expressed interest in establishing a working relationship with the Charter School. The Honorable Donna Reed-Miller, Council Person for the 8th District in Philadelphia, has also been generous in her support. Many of the following supporters have attended meetings to show their interest and support for ACCS. A review of our records has shown that no documentation was requested; however some documents of support have been given to the founders of the cyber charter school from some of the following groups:

- Abyssinian 'Baptist Church, Germantown Avenue, Philadelphia
- Amudipe's Early Learning Center, Philadelphia
- Arcadia University, Philadelphia
- Citizen's Bank, Germantown Avenue, Philadelphia
- College of New Jersey
- Davis Ira Storage Co., Germantown Avenue
- East Bethel Baptist Church, W. Erie Avenue, Philadelphia
- Ford Memorial Temple Church, Germantown Avenue, Philadelphia
- Greater Philadelphia Health Action, W. Hunting Park Avenue, Philadelphia
- Holy Family College, Philadelphia
- Hunting Park Community Development Corporation, N. 9th Street, Philadelphia
- Ken Crest Center, N. Broad Street, Philadelphia
- Laboratory Charter School of Communication and Languages, Philadelphia
- Mt. Ephraim Baptist Church, 22nd and Tioga Streets, Philadelphia
- New Inspirational Baptist Church, W. Cayuga Street, Philadelphia
- Nicetown Tioga Boys and Girls Club, Clarissa Street, Philadelphia
- Nicetown Tioga Civic League, N. Smedley Street, Philadelphia
- Pennsylvania Horticultural Society, Philadelphia
- Philadelphia 2010 Revitalization Community Development Corporation, N. Germantown Avenue, Philadelphia
- Second Baptist Church of Nicetown, Germantown Avenue, Philadelphia
- Taylor Memorial Baptist Church, Germantown Avenue, Philadelphia

- To Our Children's Future with Health, W. Venango Street, Philadelphia
- Triumph Baptist Church, 16th and Wingohocking Street, Philadelphia
- University of Pennsylvania, Philadelphia
- Visiting Nurses Association of Philadelphia, Philadelphia
- Zion Baptist Church, N. Broad Street, Philadelphia

Ongoing efforts are being made to establish partnerships with schools that exist within close proximity of the potential site.

Copies of the letters of support are attached to the Appendix.

III. GOVERNANCE

1. Profile of Founding Coalition:

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

Dorothy June Brown, Ed.D.

The leader of the founding coalition, Dr. Dorothy June Brown, has served in the field of education for over thirty years. While she is currently the Executive Director of Main Line Academy, Dr. Brown's previous professional experiences include teaching and supervisory positions in elementary, secondary, and higher education. On an administrative level, Dr. Brown has served as the principal of an elementary school and a school for alternative education. Additionally, she has held the position of Director of Dissemination and Diffusion, a research based program designed to assist educators in developing model educational programs and disseminating them to schools and agencies. Dr. Brown is a certified educator, special educator, school administrator and school psychologist. In addition to her work with children, Dr. Brown has participated in the Rockefeller Foundation School Superintendent's Training Program, taught at Antioch Graduate School, served as a consultant to the Lippincott Publishing Company and worked as Director of Human Resources at Temple University, Philadelphia, Pennsylvania.

Dr. Brown's wide-ranging responsibilities have provided her with experience in the selection, training and supervision of staff. They have also honed her skills as a professional communicator. In the course of her career, she has designed, implemented, monitored and evaluated programs, developed budgets and disseminated information through television appearances, radio talk shows, national educational conferences and other public forums.

In addition to her job related activities, Dr. Brown devotes many volunteer hours to causes, which aid the disabled. In 1977, she was appointed as a Pennsylvania Hearing Officer with the responsibility of mediating cases related to the appropriate programming and placement of exceptional children. Her civic mindedness and willingness to serve have been recognized with appointments to the boards of numerous agencies that serve the people of the Philadelphia area. These include: 1) Camden County Mental Health Board, 1965; 2) Zoological Society of Philadelphia, 1977; 3) Temple University Health Science Center/Hospital and medically related professional schools, 1978; 4) Fairmount Park Commission, 1977; 5) Philadelphia Art Commission, 1988; and 6) Pennsylvania College of Podiatric Medicine, 1987. President George Bush appointed her to a five-year term on the National Advisory Panel on Education in 1990. This panel determines policy, standards, curriculum and methodology for special education schools on government installations.

Dr. Brown's grants and awards include the Rockefeller Foundation School Superintendent's Training Award, ($40,000. and the Kellogg Award, from Yale University, ($15,000.). In May of 1976, she was honored by the Philadelphia Daily News for exemplary service to the education of Philadelphia's school age children.

She is currently the CEO of the Laboratory Charter School of Communication and Languages. The Laboratory Charter School recently received the 2004 No Child Left Behind Blue Ribbon Award. Dr. Brown was also one of five school administrators in the United States to receive the Bell Award in 2004.

William H. Brown, III Esq.

William Brown is an attorney with over forty years in private practice. In addition to his work as an attorney, he has had direct involvement with the development of a school, Main Line Academy, having served both as Vice President and President of its Board of Directors. Additionally, he has served as President of the National Black child Development Institute.

Joan Woods Chalker, Ed.D.

Dr. Chalker received her doctorate in the area of Curriculum and Instruction from the University of Pennsylvania and is certified as a teacher and school principal. She has been involved in education on both a professional and volunteer basis for more than twenty-five years and has most recently been employed as an administrator for a private school. In addition to her work as a teacher, supervisor, and administrator, Dr. Chalker has participated in writing and implementing curriculum on the K - 12 level. She has also developed and implemented vocational training programs for use by the Office of Vocational Rehabilitation in preparing adults with disabilities for employment. These programs have been licensed by the Commonwealth's Department of Labor. Her volunteer activities have involved her in the preparation of newsletters, and the oversight of parenting courses and drug and alcohol abuse prevention programs.

Courteney Knight

Mr. Knight came to teaching after a long career in the business world where he worked as an accountant for several major firms. A holder of a Master's Degree, he has taught on both the high school and elementary school level.

John Goulding

Mr. Goulding received his Bachelor's Degree from Millersville University. After graduating from Millersville, he started his teaching career as a 5th grade teacher in Trenton, NJ. While serving as an elementary teacher, he attended Rowan University and was awarded a Master's Degree and became certified as a Reading Teacher/Specialist. In addition, he attended Rider University and earned degrees and certifications in the field of school administration. As a result of his graduate work at Rider University, Mr. Goulding is additionally certified as a school supervisor and elementary/secondary principal.

His training and certifications in the field of reading enabled him to earn a position as a Title 1 Reading Specialist. As a result of his involvement in the Title 1 Reading Programs, Mr. Goulding was given a promotion to Supervisor of Reading for the Trenton Public Schools. In this central administrative capacity, Mr. Goulding provided direction to the district's reading and

mathematics programs as Supervisor and Director of Title 1. He was the primary proposal writer and budget manager for all state and federally funded programs. His central office accomplishments included the writing and implementation of the first Title 1 School-wide Project in the State of New Jersey, and the creation of the district's original curriculum based instructional guides.

During school year 1992, he was promoted to principal at Joyce Kilmer Elementary, again, in Trenton, NJ. During his 9-year tenure in this school, Mr. Goulding instituted a Title 1 School-wide Program, which enabled the school to reduce pupil/teacher ratios during reading instruction for all students. This school became widely acclaimed as the first 200 day, year-round program in the northeast. As an advocate of the K-8 school structure, he was instrumental in addressing the community desire to change Kilmer from a Pre-K to 5 schools into a Pre-K through 8 magnet school. Joyce Kilmer was a school that consistently met or exceeded New Jersey Department of Education mandated levels of academic achievement and became known for its high academic expectations.

Mr. Goulding retired from the Trenton Public Schools in July of 2000 after 33 years of service. He spent the following year working as a consultant to several schools in Trenton and the test development company known as the American Institute for Research (A.I.R.). In addition, he was recruited by the College of New Jersey to serve as an instructor (Adjunct Professor) to a cluster of student teachers. As a Cluster Supervisor, his duties included evaluating student progress and teaching a seminar on effective instructional strategies.

During the 2001-2004 School Year, Mr. Goulding as served as a Site Director for the Laboratory Charter School of Communication and Languages.Over the course of his career, he has been a presenter at many international conferences including the International Reading Association and Year-round Education Association.

Alex Schuh, Ph.D.

Dr. Schuh holds a Ph.D. in Educational Psychology from the University of Pennsylvania, where he studied policy research and evaluation, collaborative learning, and the use of computer media for learning. He received his Baccalaureate from Yale University in Cultural Anthropology. His expertise is in multiple areas of youth development, including organizational development, education policy, quantitative and qualitative research methods, and computer-based learning. He has been a teacher in both Middle and High Schools. Since 1992, he has helped to design and establish more than 23 charter schools across the country, including a charter school based on the ideas of emotional intelligence and a virtual charter school for distance learning.

Dr. Schuh is committed to designing the school's learning plan, academic accountability plan, and curriculum. He is currently the President of FRONTIER21 Education Solutions (www.frontier21.net).

Lisa Cabungcal, M.Ed.

Lisa Cabungcal is the current Technology Coordinator of the Laboratory Charter School of Communication and Languages in Philadelphia and of Main Line Academy in Bala Cynwyd, Pennsylvania. She received her Master of Education in Instructional Technology from American Intercontinental University and began her career in education in 1996 after receiving her Baccalaureate from Temple University in the areas of Elementary and Early Childhood Education. In the School District of Philadelphia, she taught Kindergarten for two years where she gained valuable insight into the education of young children. She continued her teaching career in a catholic school where she taught in a self-contained eighth grade classroom and later educated students in grades kindergarten through eight in basic computer skills.

Upon completion of various computer networking courses at Villanova University, Lisa started to explore technology and its benefits as they related to educating children. From there, she has focused her energy in the instruction, research, and implementation of instructional technology.

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Stanley Bobowski

Currently, the Special Projects Coordinator at the Laboratory Charter School in Philadelphia, Pennsylvania, Stan coordinates the assessment needs of incoming students and students requiring remediation, organizes and supervises after-school programs, mentors new teachers and evaluates existing classroom practices and procedures, and, ultimately, ensures that teachers are meeting the overall standards, goals, and mission of the Laboratory Charter School.

Mr. Bobowski is committed to ensuring that all teachers acquire the appropriate resources and materials to facilitate successful instruction. Mr. Bobowski provides guidance and assistance to each student to achieve academically at the Laboratory Charter School.

Thomas Kim

Mr. Thomas Kim has worked both as a math and computer instructor for students K-12 for the past half dozen years. He has taught a variety of students including those considered minorities, economically disadvantaged, and special needs. He has had other experience working with children in nonacademic education for a dozen years as a youth pastor, teacher and counselor. In addition to traditional materials and methods of teaching, he has utilized the internet and other presentational and instructional software in the classroom with individual interaction or in a group setting.

Mr. Kim has also worked as an instructor to teachers in the use of computers for personal productivity and for facilitation in the classroom. Topics spanned basic skills to advanced usage of numerous software titles and types.

In addition to teaching, he troubleshoots for several schools and their computer resources which include installation, setup, and fixing of computers, networks, various software, etc. He

has been involved in researching operational, administrative, and educational software for schools as well purchasing hardware components from CPU's to peripheral equipment.

Mr. Kim also produces publications and does layout for school magazines and brochures while capturing and editing digital photographs as well as writing articles. He also leads his school's chess club in which elementary and junior high students learn everything from the fundamentals of chess to the end-game and opening strategies. He also has enjoyed being a Martial Arts instructor as he holds a black belt in Tae Kwon Do.

Mr. Kim's education includes computer programming at Harvard and Cornell as well as electrical engineering. He holds degrees in Philosophies of Religion and Theology.

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 idea was conceived by the Founders in late 2002 as a way to contribute to the existing educational system structure by encouraging high scholastic achievement, building firm foundations for our children which are rooted in strong ethical values, and emphasizing the global importance of mathematics, science, and technology.

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

The Founding Coalition hopes that as the charter application process continues – as more community meetings are held and more partner organizations sought – more individuals will join the Founding Coalition and bring with them varied experience in education and community/public relations.

D. Provide information on the manner in which community groups are involved in the charter school planning process.
Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

In addition to the community organizations represented in the membership of the Founding Coalition and the Advisory Committee, ACCS will seek the advice, expertise, and involvement of families, local citizens, and community organizations. This support will reinforce its educational mission at home and throughout the community.

In the upcoming months, the Founding Coalition is planning on conducting a major community outreach effort with the following goals:

- To identify community organizations that support our charter school, that wish to participate in the planning of the school, and/or that want to enter into partnerships with ACCS.

- To identify individuals (especially parents and teachers) who wish to play an active role in the planning process.

- To identify parents who are interested in enrolling their children in the school and students who are interested in attending the charter school.

A primary forum for involving the community in the planning process will be a series of community meetings. During these meetings, the Founding Coalition will gather input from

attendees regarding the plans for the school and the needs that those attending would like to see addressed.

2. Governance

A. Describe the proposed management organization of the school, including the following requirement:

An affirmative vote of a majority of the members of the Board of Trustees of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

• *School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day or Christmas)*
• *Adopting textbooks*
• *Appointing or dismissing charter school administrators*
• *Adopting the annual budget*
• *Purchasing or selling of land*
• *Locating new buildings or changing the locations of old ones*
• *Creating or increasing any indebtedness*
• *Adopting courses of study*
• *Designating depositories for school funds*
• *Entering into contracts of any kind where the amount involved exceeds$200*
• *Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.*
• *Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.*

As a public school, the ACCS will ultimately be responsible to the PA State School Board and the Department of Education of the Commonwealth of Pennsylvania. A Board of Trustees will govern all operations of the school, delegating day-to-day management functions to the administrative staff and establishing a reporting relationship between the Board and the administrative staff. The board will be responsible for ensuring that the school operates in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability. An affirmative vote of a majority of the members of the ACCS Board of Trustees will be required to take action on the above-listed items.

B. How will the Board of Trustees be selected?

In its first year of operation, ACCS's Board of Trustees will be comprised of seven members chosen by a consensus of the Founding Coalition. Subsequently, the following provisions will govern the selection of the Board of Trustees:

- Board of Trustees members will be selected in June every two years.

- The Board will consist of 7 members, including at least one attorney, one individual skilled in finance, one in elementary education one in secondary education, one in marketing, and one community member.
- The CEO will be a nonvoting, ex-officio member of the Board.
- A faculty representative to the Board, to be elected by the teaching staff, will attend Board meetings in a nonvoting capacity.
- The Board of trustees will elect officers from within its membership.
- All members of the Board of Trustees will serve two-year terms and will be elegible for re-elections.

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

The founders believe that the key to maintaining long-term continuity between their vision and the Board of Trustees lies in board development and orientation. Specifically, the Board will have a Board Development Committee, whose function will be to manage the Board recruitment process and convey the school's mission and the individual expectations for Board members to all candidates, so that newly recruited Board members enter with a firm understanding of the school's mission, the Founding Coalition's vision, and their role within the Board. A formal orientation program at the beginning of each new term will also serve as a forum for founders to articulate their vision to the Board while allowing an opportunity for new and old Board members to merge into an effective team.

The Board will also develop a strategic plan after its first year of operation to set forth goals and define the Board's course of action. In addition to providing more organization for the Board, the strategic plan will allow for greater continuity as Board members leave and new Board members are added.

D. Describe the roles and responsibilities of the Board.

ACCS's founders understand that the Board of Trustees must maintain ultimate authority to manage and to control the charter school, including, but not limited to its educational philosophy, budgeting, curriculum, staffing, and operating procedures.

Among the broader roles and responsibilities of the Board of Trustees are:

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

- Determining and monitor the charter school's programs and services
- Enhancing the charter school's public image
- Assessing its own performance

Specifically, responsibilities of the Board of Trustees include, but are not limited to:

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

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

The small size of ACCS will facilitate close working relationships between administrators and teachers. The CEO will hold weekly staff meetings to discuss such topics as goals and objectives, professional development, curriculum development, performance appraisal, and other matters of relevance to the school.

Furthermore, teachers will be guaranteed a voice in the decision-making process, as each year the teaching staff will elect one teacher to serve as an ex-officio member of the Board of Trustees in a non-voting capacity.

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

The success of ACCS hinges on the active participation of all its members in the decision-making process. Therefore, ACCS endeavors to provide a variety of avenues for parents and students to offer input on issues concerning the charter school. A Parent Advisory Committee will be formed to hold regular meetings to review the school's progress and to offer advice on operational matters. The Parent Advisory Committee will be open to all ACCS parents.

Additionally, there will always be at least one parent on the Board of Trustees, who is elected by the parent body.

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

> The bylaws must contain a provision for "failure to organize or neglect of duty". Specifically, the bylaws must outline a removal procedure for the failure of a Board member to perform his or duties as outlined in the Charter School Law. No Board member shall as a private person engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school. A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice-president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage. *Procedures for dismissal of an employee must be contained in the bylaws.*

H. Submit Board members' names, addresses, phone numbers and resumes.
Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.

Board President: Ms. Lisa Cabungcal
Board Vice-President: Mr. Thomas Kim
Board of Trustees Secretary: Mr. Courteney Knight
Board of Trustees Treasurer: Dr. Joan Chalker

(See Appendix for addresses, phone numbers, and resumes)

IV. FINANCE AND FACILITY

1. Financing:

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

Copies of ACCS's startup and operating budget are attached to this application as Appendix. Included in these forms are:

- General Assumptions to the Operating Model (5-year)

- Operating Budget for Fiscal Year Ended June 30, 2005
- Operating Budget for Fiscal Years Ended 2005-2009
- Year 1 Cash Flow Projection: 2005-05
- Employee Worksheet
- Employee Benefit Worksheet 2005-2005

B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.
Note: For additional financing procedures see Section 1725-A of the Charter School Law.
See Appendix for the ACCS purchasing procedure that details a competitive way to purchase goods and services.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?
To date, no fundraising has occurred. When the charter is approved, the administrators will apply for funding through grants and from organizations and foundations.

D. Describe the implementation of the following required financial procedures:

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

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

Note: All Investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code. The school treasurer shall settle his accounts annually with the Board of School Directors 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 Boards of Trustees shall follow requirement set forth for school Boards in this section.

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

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

The school anticipates engaging a consultant from the K12 organization to provide the School with "back-office" and education management services.

Budgets

No later than 90 days prior to the beginning of each fiscal year (July 1), the consultant from K12 and the school administration will together prepare and submit to the Board of Directors a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the school anticipates will be received, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the school, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the school administration's and EMO's view of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

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

It is understood, however, that each operating budget will be an estimate only and that unforeseen circumstance such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable, and departures therefore may be required due to causes of the foregoing nature or for other business reasons. Accordingly, if revenues of the school for any year are less than budget or if the School will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Directors, school administration, and the consultant will meet promptly to determine if an adjustment to the operating budget is necessary.

Financial Statements

The consultant will report to the school's CEO. ACCS's Board of Directors and the school's administration (the CEO and other designated staff) will examine the monthly financial statements to ensure that the School is meeting or exceeding the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Directors and school administration in making decisions that ensure the school's financial viability while meeting the School's mission.

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

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

Payroll. The Business Manager will provide accounting services for the School, including the following:

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

If needed, the School will employ a book keeper to provide the Business Manager with operational data.

2. Facility:
A. Provide descriptions of and addresses for the physical facilities under consideration.
5901 Woodbine Avenue, Philadelphia, Pa 19131. It is a single story facility, recently renovated and is in good condition. The building consists of approximately ___ square feet. On-street parking is available along one side of the street. Public transportation provided by Septa stops in front of the building.

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 and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.
The facility was recently renovated and already complies with city building codes. It has an adequate number of toilets, good heating, air conditioning, and ventilation. The building provides for individuals with disabilities.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).
The school will hire one full-time custodian/maintenance person and one part-time custodian to maintain the facility on a daily basis.

The responsibility of the long-term facility maintenance of the building will be dually held with the building owner being responsible for the general maintenance (i.e. heating, ventilating, lighting, sanitary conditions, water supply, exterior and roof maintenance, etc.) and the charter school being responsible for the daily operational maintenance (i.e. fixtures, light bulbs, interior painting, etc.).

Plans for renovating the facility – including plans to ensure the facility complies with all applicable building codes and accessibility for individuals with disabilities – will be developed as the planning process progresses.

D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.
Note: All land and facilities, unless specifically exempted by written agreement and or/contract with the donor, become the property of the charter school. Upon revocation or non-renewal of the charter, all property, buildings, equipment and supplies of the school becomes the property of the school entity that has granted the charter.
Currently, the location stated above (in Section A) is leased by the Ad Prima Charter School and will transfer its lease to ACCS once the charter has been granted.

E. Describe facility financing plans.
Explanation: Describe progress towards identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

A facility has already been identified. The building is currently leased to the Ad Prima Charter School. The school will be moving to a new location on or about July 1, 2005. Arrangements have been made for the lease to be transferred to ACCS when the charter is granted. See Section A under Facility above.

3. Liability and Insurance

A. Describe your school's insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and Director and Officer's liability coverage (see Section 1727-A of the charter school legislation). *Explanation: Provide evidence of insurability in all areas identified above.*

The charter school will provide appropriate medical and dental coverage to all full-time employees. Coverage shall be, at minimum, comparable to coverage provided to employees of the School District of Philadelphia.

The school will secure general liability insurance (including coverage for after-school and field trip activities), errors and omissions coverage, Directors and Officer's Liability, employee liability, property insurance and Workman's Compensation.

All coverage will be provided by an insurance company that has a rating of "A" or better and a financial size category of "VII" or better, according to A.M. Best Co. Copies of appropriate certificates of insurance will be provided to the Commonwealth prior to the opening of the school.

The following chart provides a more detailed view of the types of insurance and limits the charter school will secure:

Type of Insurance	**Limit**
Business Personal Property	550,000
General Liability Products – completed operations Personal Injury Advertising Injury Damage to Premises Rented Medical Expense	3,000,000 general aggregate Included 1,000,000 per occurrence 1,000,000 per occurrence 100,000 per occurrence 5,000 per occurrence
Sexual Abuse Occurrence Limit Defense Expense – Each Sexual Abuse Occurrence Defense Expense – Aggregate Limit	1,000,000 1,000,000 3,000,000
Employee Theft	100,000
Commercial Automobile (School buses)	1,000,000
Workers Compensation Insurance and Employers Liability	Per Law
Student Accident	25,000 per person
Accidental Death, Dismemberment, or Loss of Sight	20,000 per person
School Leaders Errors and Omissions	2,000,000
Umbrella-Excess Liability Coverage	1,000,000

4. Child Accounting
A. Describe your school enrollment and attendance procedures.
Note: State child accounting procedures must be followed. (24 PS 13-1332)
Explanation: Charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards

In accordance with the ACCS's code of conduct, students will be expected to attend school daily. When absences occur it is the responsibility of the student's parent or guardian to provide a written note regarding the reason for the absence. In the case of frequent absences or absences not accompanied by a note, the CEO will contact the student's parent or guardian to determine the cause of the absence(s) and appropriate action will be taken.

ACCS will articulate its attendance policy to parents through its parent handbook. To avoid a child being truant, the parent and/or child will be required to register each day and for each class on the site provided for this purpose. For example, the parent would register the student on September 15. For each class the child participates on the 15th, the parent would indicate the child's attendance in the space provided and check the amount of time spent in that particular subject, i.e. 50 minutes on reading. Because all subjects are scripted, the teacher will be able to determine where the student should be in reading during their weekly conference. The weekly conference will authenticate the child's active participation in the classwork.

Enrollment

As mentioned previously in our response to question 4.F. of the School Design section of this application, ACCS will implement a system for maintaining student enrollment information as required under 1748-A of the Charter School Law (Act 22 of 1997).

Specifically, the charter school will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership). Additionally, the charter school will use a student information software system, such as Administrators Plus or PowerSchool, to track enrollment data to make-sure that our enrollment figures are always up-to-date, reflecting new students and any withdrawals.

Attendance

Students will be expected to log on the K12 website during regular school hours unless otherwise directed by the teacher or as a result of other programmatic experiences underway. If a child does not log on without prior notice, every attempt will be made to contact that child's parent or guardian to seek an explanation. The school will follow the "attendance" guidelines set forth in the Public School Code regarding unexcused absences.

The student information software system mentioned above will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

V. ADMINISTRATION

1. Recruiting and Marketing Plan:

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

In order to attract a sufficient pool of applicants, ACCS will conduct a variety of outreach activities to potential students and their families. These outreach activities are detailed below in our response to Question 1.B.

Specifically, the charter school will publicize the school using a variety of media, including fliers, community newsletters and bulletins, newspapers, and the Internet. Upon charter approval, letters will be sent to all individuals who indicated support for and/or intent to enroll their child in the charter school during the application process stating that the school is planning on opening and explaining the admission process. The charter school will also alert groups that maintain a list of charter schools for parents of its plans to open (i.e. Pennsylvania Department of Education and the Charter School Resource Center of Pennsylvania) to ensure that the school and its contact information are included on these lists. Furthermore, the school plans to develop relationship with local media outlets (newspapers, television, and radio) through meetings and/or press releases, and we hope that coverage by these media will help to attract applicants to our charter school.

B. What type of outreach will be made to potential students and their families?
Explanation: Develop a solid plan to attract sufficient students to operate a school; publicize the school; and ensure a match between the school program and applicants' educational and personal needs.

As mentioned above, ACCS will use a variety of media to reach out to potential students and families, including informational handouts, direct mailers, brochures, community outreach presentations, and a school website, all of which will contain a clear description of the school's mission, vision, goals, and services. This material will provide specific and accurate information about the school in its infancy stages and throughout its development, completion, and enrollment processes.

In an effort to inform the local community as well as to solicit interest and support, the Founding Coalition is exploring the possibility of developing a direct mail piece (questionnaire) that will be mailed in the target area to all households with school-aged children.

2. Admissions Policy:

A. Describe the admission methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

In the admission of students, ACCS will comply with § 17-1723-A of the Charter School Law. Specifically, the charter school will be open to all resident children in the Commonwealth of

Pennsylvania. If more students apply to the charter school than the number of attendance slots available, then students will be selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, enrollment preference will be given to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school.

The admissions "application" will be two-part:

1. A traditional application form that contains basic student data (name, parent and/or guardian, contact information, current school attending if any, etc.) as well as a place for parents to indicate if they have another child enrolled in the charter school too.

2. A form that parents or guardians must sign indicating that they have attended an informational group session or have met with a charter school Board member or staff member and that they have read the educational vision and method of the school. This form will need to be signed by the informational session facilitator or the Board member or staff member with whom the parent or guardian met.

The Founding Coalition believes that the two-part application process is necessary to ensure the families have a firm understanding of the ACCS program and are able to ask questions to ensure that our school is the right fit for their children. Students will only be considered for admission if both parts of the "application" are completed by the stated deadline. The school will schedule at least three informational group sessions (two on weeknights and one on a weekend-day) to accommodate a broad range of parent schedules. If a parent or guardian cannot attend one of these sessions, then he/she can schedule a one-on-one meeting with a Board member or charter school staff person.

If the number of completed applications exceeds the slots available in each grade, a lottery will be conducted to determine who will be admitted to the school and, if they are not admitted, what spot they occupy on the waiting list. Anyone who applies after the lottery has been conducted will be added at the end of the waiting list on a first-come, first-served basis.

Furthermore, to comply with laws pertaining to special education – and because our school is truly committed to providing an outstanding educational program to all students – the school will only conduct special education screening or request current IEPs for students <u>after</u> students have been enrolled in the charter school.

Students with disabilities will be treated as they would be in a traditional school. Those with physical disabilities will take their assessments at locations that take their assessments at locations that are handicapped accessible. Parents of all students thought to be disabled will be given a copy of the appropriate guidelines and will be assigned to an instructional support team (IST) which will include the parent and will provide the appropriate evaluations, arrange the meetings which can be held on-line or face to face. Changes in the IEP will take place as needed, evaluation will be current and services and programs will be provided as dictated in the IEP.

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.

ACCS will use the following timetable for admitting students:

January through April 15	Application forms available at the school and on the school's website.
April 15	Deadline for parents to notify the school if a child currently enrolled in the Charter School if their child will be returning next year.
Second week of May	Admissions lottery conducted (if necessary)
Third week of May	Admissions notification sent to all parents who applied and enrollment packets sent to those parents of children who have been accepted.
By June 1	Completed enrollment packets returned to the charter school

This timetable may need to be amended during the charter school's first year of operation, depending on the date that the Commonwealth releases decisions on the charter applications.

C. Explain how these policies further the mission of the school in a nondiscriminatory fashion.
Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with charter school law (Section 1723-A).

In accordance with § 17-1723-A of the Charter School Law, the ACCS will not discriminate in its admissions policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district. Also, the school will not discriminate in its admissions policies on the basis of race, sex, color, national origin, ethnic origin, religious beliefs, or political affiliation.

Legal counsel for the charter school has reviewed all outstanding orders and requirements concerning desegregation and has advised the applicant that the admissions policy required in Act 22 (i.e. a lottery) will not violate any desegregation order or exacerbate segregation given the racial diversity of the likely student population.

3. Human Resource Information:

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

The school will staffed by credentialed professionals and otherwise qualified workers, recruited primarily from local colleges and schools of education. Staff members will have experience working with diverse learners and/or economically disadvantaged students. Staff members will also have experience and coursework in use of educational technologies, and will have high degrees of technology literacy as measured against the NETS Standards for Teachers (International Society for Technology in Education, 2002)

Since the CEO serves as the manager and spokesperson, primary curriculum leader and spokesperson for the school, it is essential to recruit an extremely talented individual early in the school development process to help to bring the school from vision to reality. The school's founders will use national education networks such as the Charter Friends National Network to recruit candidates. The CEO candidates will be recruited through April 2005 and hired in May 2005. The CEO will be expected to start working for the school by June 2005.

Once the CEO is hired and has begun working for the school, he or she will begin recruiting and interviewing candidates for recommendation to the school's Board for hiring. The staff hiring decisions will be made by July 2005 and all staff members will be working at the school by August, 2005.

The required qualifications for the school CEO and other school staff members are provided below.

CEO Qualifications

Educational and Experiential Requirements

The position will require a Masters degree in Education or a related field, though a Doctorate would be preferred. Instructional and management experience in public or private schools, good public relations skills, team management techniques, experience and the desire to serve whole families. The CEO must have demonstrated experience working with educational and community organizations outside of schools, and must have experience implementing civics education programs outside of schools.

The CEO must be capable of:

- Managing instructional affairs;
- Operating the day-to-day administration of the school;
- Serving as liaison between parents, community, state, government, higher education institutions and students;
- Supervising and evaluating the faculty;
- Scheduling;
- Hiring;
- Coordinating and determining needs for professional development;
- Ensuring that resources are adequate to meet student needs;
- Keeping the school on track to meet achievement goals; and

- Overseeing planning, budget, finances, fund development, public relations, administration, reporting, evaluations, board relations, plant management, staff supervision and student activities.

Community/Curriculum Coordinator Qualifications

Educational and Experiential Requirements:
The CCC must have at least a Master's Degree in Education. He or she must have experience with developing and implementing curricula, experience with implementing assessments, experience working with educational agencies and organizations outside of schools, and must have experience implementing civics education programs in schools.

The CCC must be capable of:

- Developing innovative curricula in the Social Sciences
- Providing staff development regarding curricula and assessment
- Developing educational opportunities for students with outside agencies and institutions,
- Identifying projects for students with organizations that wish to provide learning opportunities for students, and organizations and neighborhoods that need help from students in order to improve,
- Introducing new applications of technology for education and communication, and
- Fostering dialogue among diverse groups of parents and community organizations.

Teacher Qualifications

Educational and Experiential Requirements:
Minimum educational preparation a B.A. or B.S. degree plus state certification in an appropriate field of Education (e.g., Elementary Education, Bilingual Education, Science Education) or emergency certification with written commitment to become fully state certified.

Teachers must be capable of:

- Participating in the design and implementation of curriculum
- Providing classroom instruction and individual tutoring during school hours
- Supervising extracurricular activities during school hours
- Taking initiative in program improvement and school governance
- Advising students
- Informing families, administrators, and fellow teachers of student progress
- Introducing technology into students' daily learning
- Teaching multiple subjects
- Designing performance based assessment tools
- Communicating regularly with parents
- Maintaining active and accurate documentation on individual students
- Participating in regular professional development programs
- Being involved in team meetings, and
- Participating in the curriculum development process.

Nurse Qualifications

Educational and Experiential Requirements:

The school will hire a part-time school nurse through a contracted agreement with the visiting Nurse's Association or a similar agency. The nurse must have a bachelor's degree a health-related area, be certified, and have at least two years experience working with children and families.

School Counselor/Social Worker Qualifications

Educational and Experiential Requirements:

The School Counselor must have an understanding of developmental psychology and a Master's in education or psychology.

Counselors must be capable of:

- Screening students for evidence of learning disabilities,
- Working with a school-based team to develop IEP's for designated special education students,
- Developing a plan for engendering psychological health among students and staff,
- Counseling students and staff regarding psychological issues interfering with academic progress,
- Providing crisis training for handling school crises, and
- Working with mentors and volunteer counselors to prepare students for learning.

School Business Manager

Educational and Experiential Requirements:

The Business Manager will be provided by a contracted educational management organization. He or she will have at minimum a college degree in accounting or related financial field, and will hold a certificate in School Accounting.

The Business Manager must be capable of:

- Utilizing a system for bookkeeping that tracks revenues, expenditures, receivables, payables, and makes comparisons to the projected budget,
- Anticipating funding and budget requirements and making arrangements for revenue changes,
- Keeping the CEO informed about the school accounts on a day-to-day basis.

Office Staff Qualifications

Educational and Experiential Requirements:

The School Secretaries will have at a minimum a high school diploma, with at least two years experience serving as a secretary or administrative assistant in a school or similar setting where

maintaining accurate records, communicating clearly in person and on the telephone, and providing support to an administrator are necessary.

The Secretaries must be capable of:

- Performing the duties of a receptionist, office manager, and administrative assistant to the CEO and teaching staff;
- Coordinating transportation and food services program;
- Keeping records, maintaining archives and performing light bookkeeping functions
- Assisting the CEO with recruitment of students and parents, and
- Establishing a recruiting and contact database.

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

The ratio of classroom teachers to students in the school will be at least 1:23. The targeted size of the full-time staff for the first year of operation (K-5th Grade) will be 42.

The number of full time staff members by the position they will hold is provided below.

Position	Number
Classroom Teachers	26
Program Support Aids	6
Chief Executive Officer	1
Principal	1
Curriculum Coordinator	1
Business Manager	1
Counselor	1
Office Staff	2
Tech support	2
Maintenance	1
TOTAL	42

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

ACCS will focus on providing students the skills, knowledge, and discipline they will need to achieve proficiency or mastery in mathematics, science and technology. In order to accomplish this, ACCS teachers and staff will need to provide every opportunity for students to make connections to those areas throughout the school building, the school day, and throughout the curriculum. ACCS must also assure that students are receiving consistent education that builds on concepts and skills from one year to the next, and tailors learning to each individual student. These unique aspects of the school will require that teachers and staff engage in intense and on-going professional development that helps the school to meet its mission and vision.

There will be a five-day retreat for all school staff during each summer to focus on developing the skills required to implement the curriculum fully. In addition, during the school year there will be another five full days of professional development to follow up on issues that are identified as needing more attention to provide the best possible opportunities for learning to students.

Professional technical assistance providers will be contracted to educate our staff, including publishers of the curriculum and testing materials used by the school, such as Prentice Hall's and Lawrence Hall of Science's (FOSS) curriculum trainers. Because ACCS will utilize a comprehensive approach to development, where every staff member is responsible for assisting students in meeting their goals, all staff members, including cafeteria staff and "non-teaching" assistants, will participate in most professional development activities.

Each staff member, like each student, will develop an Individual Learning Plan, and will be responsible for identifying professional development opportunities that will satisfy those goals. Money will be made available to staff members to attend conferences that are in concert with each staff member's ILP, and to assist with courses at local colleges that help them to meet their learning goals, provided they are consistent with the goals of the school.

ACCS will make a major effort to ensure that all full-time teaching staff are certified to teach in their respective area within two years of starting work at ACCS. The school will provide flexibility, some money, and connections with major local universities to help our staff to fulfill certification requirements.

High quality professional development will achieve the following standards:

- Address the State's academic standards;
- Promote an equitable learning environment;
- Use a broad array of pedagogical and assessment approaches;
- Build learning communities among school staff, families and other stakeholders;
- Use the methods it promotes and assume a variety of forms, based on knowledge of human development;
- Be research based, data driven and contribute to measurable increases in student achievement, including an evaluation process that is on-going and has multiple sources of information;
- Include an evaluation process that is ongoing and has multiple sources of information;
- Provide sufficient support and resources over time to enable individuals to master new content; and
- Be the mechanism for achieving continuous improvement.

Some of the topics to be addressed by professional development programs will include:

- Using assessments for diagnosis
- Using assessments for curriculum improvement
- Individualizing instruction
- Implementing and developing IEPs
- Using the Internet for Teaching and Learning
- Careers in Technology, Mathematics and Science

As per Act 48 Professional Education Plan Guidelines, ACCS will submit a three-year professional development plan to the Pennsylvania Department of Education by August 1 of the end of our first school year.

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

Upon receipt of a charter, the ACCS's Board of Trustees will convene to adopt the human resource policies for the school. These policies will be compiled in an "Employee Handbook" that will be distributed to and discussed with each employee during orientation. The Employee Handbook will be on file in the Main Office of the school.

Tentatively, the Founding Coalition has developed the following human resource policies:

Equal Employment Opportunity:

The ACCS will always maintain strong policies designed to keep our school free from any form of discrimination.

We will consider individuals for employment and advancement only on the basis of their qualifications and without regard to race, color, religion, age, sex, sexual orientation, marital status, ancestry, national origin, handicap, disability, or veteran's status.

The Board of Trustees shall entrust in the Chief Executive Officer the overall authority for the implementation of the school's equal employment policy.

All administrators, supervisors and managers shall be made aware of this policy and shall fulfill their responsibilities in a manner that reflects and fosters the school's equal employment policy. All other employees are expected to conduct themselves at work in a way consistent with this policy. All employees are expected to deal fairly and courteously with one another to ensure a work environment free of intimidation and harassment. Ethnic, racist, or sexist slurs or other personal derogation not related to legitimate factors concerning work are offensive and unacceptable employee behavior. Sexual harassment is also a form of unlawful and unacceptable sex discrimination and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Any employee who violates this policy commits misconduct for which appropriate discipline may be imposed, up to and including termination. Any employee who believes he/she has been subjected to unlawful discrimination or harassment should make a complaint to his/her immediate supervisor or, if appropriate, the Chief Executive Officer in writing. Employees are encouraged to contact the Chief Executive Officer for information on making complaints.

Hiring & Contracts:

In its dedication to excellence in education, the ACCS is committed to the employment of the most qualified staff.

Upon recommendation of the Chief Executive Officer and the Personnel Committee of the Board of Trustees, the Board shall approve the employment and determine the responsibilities for each employee.

Appointment of personnel shall be made on merit without regard to race, creed, color, national origin, sex, sexual orientation, marital status, or membership in an employee organization. An employee's deliberate misstatement of fact essential to qualifications for employment or determination of salary shall be considered as grounds for dismissal.

All prospective employees must provide the Chief Executive Officer and the Board of Trustees' Personnel Committee:

- State of Pennsylvania certification where such certification is required;
- Completed PA State Police Request for Criminal Record;
- Completed PA Child Abuse History Clearance.

Additionally, within three months prior to employment, all employees are required to undergo a medical and tuberculosis examination conducted by a licensed physician.

The first ninety (90) days of employment with the ACCS is regarded as an employee's introductory period. The ninety-day introductory period will start with the employee's hire (or re-hire) date and is designed to determine whether an employee's interests and talents are compatible with the school's educational and organizational objectives. During this introductory period, the employee will receive feedback from his/her supervisor as needed to evaluate his/her total job performance. The supervisor will offer the new employee counsel in areas of concern if necessary.

At the conclusion of the ninety-day introductory period, the new employee will be formally reviewed by his/her supervisor. Any noted areas of weakness may be serious enough to warrant disciplinary action up to and including dismissal.

Salaries:

The ACCS will base employee salaries on a combination of factors, including experience, education, certification (if applicable), local marketplace salary conditions, and the employment position.

The ACCS will determine salary increases as a result of job performance and the school's ability to pay. Salary increases are not automatic. In most cases, salary increases will be merit-based, coinciding with the employee performance review process. Promotional increases may be

granted at any time or in combination with annual merit increases.

Discipline & Dismissal:

The ACCS believes that its staff sets the tone for the educational environment. Therefore, all staff will be held to the highest level of professionalism. The following behaviors or situations are considered unacceptable and will result in disciplinary action up to an including dismissal (this list is for informational purposes only and is not meant to be inclusive):

- Use of corporal punishment or any inappropriate touching of a child or;
- Unprofessional or abusive behavior toward parents, co-workers and/or supervisors;
- Horseplay and practical jokes that could endanger children, co-workers or company property;
- Any conviction, past or present, of child abuse, child molestation, child neglect or sexual offenses;
- Falsifying company records, including but not limited to, job application, personnel records or punching/signing another employee's time card, and/or falsifying hours worked;
- Deterioration of work performance;
- Substandard or inefficient performance of job duties;
- Chronic absenteeism or tardiness;
- Insubordination (failure to follow appropriate directions);
- Disclosure of confidential information to unauthorized persons;
- Conduct or acts that adversely affect the goodwill of the public toward the ACCS;
- Failure to adhere to company rules;
- Leaving the job without permission and/or proper notification;
- Abusive or foul language;
- Sleeping on the job;
- Misuse of work time, the telephone, computer system, or company property;
- Reporting to work while being under the influence of alcohol or drugs;
- Sale, purchase, use or possession of alcohol, drugs, or any illegal substance on school property;
- Any arrest or charge of a felony or any harmful act that may not be in the best interest of the charter school;
- Theft;
- Gambling on school property;
- Sexual harassment;
- Failure to comply with safety or security rules;
- Neglect of duty;
- Repeated violation of the no-smoking policy or dress code;
- Gross misconduct of any kind.

Disciplinary action may include an informal warning, a formal warning, a final warning, or, in some cases, discharge. The ACCS will determine what discipline is appropriate in each situation, and may discharge an employee at any time, with or without cause and without

following any of the disciplinary steps described below:

- **Informal Warning:** This consists of an initial, oral warning from an employee's supervisor to inform him/her of a potential problem and what corrective actions are expected to be taken.

- **Formal Warning:** This consists of a written warning of a problem or situation from an employee's supervisor. The formal warning will state the specific reason for the warning, a plan of action to correct the problem, a reasonable time limit to correct the problem, the consequences of the warning, what will happen if the problem remains; and references to previous warnings (formal or informal) that relate to the current situation.

- **Final Warning:** This consists of a written warning from an employee's supervisor notifying the employee that he/she may be terminated if his/her performance does not improve or if misconduct reoccurs. The final warning should state the same points as noted in the Formal Warning.

- **Discharge:** The ACCS reserves the right to terminate an employee without issuing any previous warnings. If discharge becomes necessary, the Chief Executive Officer will make a recommendation to dismiss the employee to the Board of Trustees, which will retain the final authority to dismiss any employee.

- **Suspension:** Depending upon the circumstance of the disciplinary action to be taken, an employee's supervisor, with consultation from the Chief Executive Officer, may decide to suspend an employee from work, with or without pay, pending investigation of the situation.

Vacation & Leave of Absence:

The ACCS recognizes that situations occasionally arise which make it difficult or impossible for employees to either report to work or to fulfill their required job duties. Additionally, we believe that it is necessary for full-time, year-round employees to take a break from their jobs. Therefore, we will make provisions for a full complement of vacation and various types of time off, including:

- Vacation;
- Sick/Emergency Leave;
- State Disability;
- Personal Leave;
- Family & Medical Leave;
- Funeral Leave;
- Jury Duty;
- Witness Duty;
- Military Leave;

- Professional Day.

Vacation:

Paid vacation will be provided to full-time, non-teaching employees to allow time away from work each year. The policies governing vacation are as follows:

- The amount of vacation employees will receive is dependent upon their length of service as well as their position with the organization.

- Earned vacation time may be used for personal time off as well as sick time with approval from a supervisor.

- Carrying vacation days into the next vacation cycle will not be permitted. Any unused available balances will be forfeited if not used by the end of the current vacation cycle.

- If an employee's employment status changes from full-time to part-time, any unused vacation will remain available for his/her use until the end of the current vacation cycle.

- If an employee's status changes from part-time to full-time he/she will be eligible to receive vacation time determined by his/her new full-time hire date. Any service requirements to earn vacation time will be based on this new full-time hire date.

- If an employee is promoted into a position where a separate vacation schedule exists, he/she will receive his/her current level of vacation for the balance of the vacation year. At the beginning of the new vacation year, his/her benefit will be reduced based on the benefit schedule for his/her new position.

- If an employee leaves the company voluntarily with completion of a two-week notice period, he/she will be entitled to all current unused vacation to be paid out in a lump sum with his/her final paycheck.

Sick/Emergency Leave:

The ACCS will provide sick/emergency leave to all full-time employees to be used exclusively for legitimate health-related absences for employees and close family members. Any other modifications for the use of this time off will require prior approval by an employee's supervisor.

Unused sick time off will be forfeited upon an employee's termination from the school and he/she will not be compensated for any unused sick days. In addition, an employee cannot use sick time off in lieu of vacation.

It is the employee's responsibility to utilize sick time in a responsible manner. Abuse of the sick time benefit can result in disciplinary action up to and including dismissal. If an employee is sick for two or more consecutive days, he/she will be required to bring in a doctor's note upon return to work in order to be compensated. Pay for sick days will be evaluated on a case-by-case basis.

Personal Leave:

The school may grant a personal leave of absence without pay for compelling personal reasons at any time. If an employee needs to request a personal leave, he/she should submit his/her request in writing stating the nature and duration of his/her personal leave to his/her supervisor with as much "lead time" as possible. The duration of an employee's leave is determined at the discretion of his/her supervisor based on the employee's needs as well as the needs of the school/department. Personal leave will be limited to a maximum of six months during any 24-month period.

If personal leave is for medical reasons, a physician's note is required stating the reasons for the leave as well as specific dates of absence. At the conclusion of an employee's leave, he/she will also be required to submit a physician's note certifying that he/she is able to return to work.

Upon an employee's return to work from a personal leave, ACCS reserves the right to reinstate him/her to the position he/she held prior to his/her leave or to a similar/equivalent position with equivalent pay, benefits and terms/conditions of employment.

If personal leave is approved an employee will be required to use all available vacation/sick time at the start of his/her leave. Health insurance benefits may be continued during personal leave at 100 percent employee cost.

Family & Medical Leave Act Policy:

The Federal Family and Medical Leave Act of 1993 allows employees to take unpaid leave for up to a total of 12 work weeks during a twelve-month period for one or more of the following:

- The birth of a child and in order to care for the newborn;
- The adoption or placement of a child for foster care;
- To care for a child, spouse, or parent with a serious health condition;
- Because of an employee's own serious health condition that makes him/her unable to perform the essential functions of his/her job.

To be eligible for Family Leave, an employee must be employed for at least 12 months and have worked a minimum of 1,250 hours in the 12-month period prior to the start of the leave. Employees should make a request for Family Leave in writing to their supervisors at least 30 days in advance of their leave dates, or provide as much advance notice as possible.

Employees are encouraged to request a "consecutive" rather than an "intermittent" leave of absence whenever possible. If an intermittent or reduced work schedule is required due to medical reasons, ACCS may require that the employee transfer to an available alternative job (with equivalent pay and benefits), which better accommodates recurring periods of leave. The Family Leave law requires that employees take all unused sick, personal, and vacation days at the start of their approved leave.

When Family Leave is taken due to a serious health condition (an employee's or an employee's family member), employees must submit a medical certificate stating:

- The date when the serious health condition started;
- The probable duration of the condition;
- The medical facts of the condition from the employee's physician,
- That he/she is unable to perform the essential job functions (if the serious health condition is the employee's);
- That the employee is needed to provide care for an estimated amount of time (if the serious health condition is another family member's).

ACCS may obtain the medical opinion of a second health care provider at the company's expense.

Employee benefits will continue during their leave and employees will be responsible to pay their co-payments as directed by the school.

When employees return from a Family Leave they are entitled to their former job or a position with equivalent pay, benefits and conditions of employment. If their leave is for medical reasons, they must provide a physician's note releasing them to return to work.

Funeral Leave:

The ACCS grants up to three days leave of absence with pay if a death occurs in an employee's immediate family, defined as:

- Spouse;
- Child and/or step-child;

- Parent and/or step-parent;
- Mother-in-Law and/or Father-in-Law;
- Sister and/or brother.

One-day leave of absence with pay will be granted if a death occurs to other members of an employee's immediate family, defined as:

- Grandparents;
- Aunts/Uncles.

Employees should contact their supervisor to request and receive permission for Funeral Leave. Extensions of Funeral Leave may be granted at the discretion of the school if reasonable and necessary.

Jury Duty:

Employees will be granted a leave of absence to fulfill a Jury Duty summons. Employees will receive regular pay for a maximum of five days in any one calendar year. The employee's pay will be based on his/her regularly scheduled hours for any day(s) absent.

ACCS requires that any payment employees receive from the court for jury service be endorsed and forwarded to their supervisor with their record of attendance form from the court. If an employee is dismissed early from jury service, prior to the end of his/her regular workday, the employee is expected to contact his/her supervisor to discuss his/her work schedule.

Witness Duty:

Additionally, if an employee is required by law to appear in court or at another legal proceeding, he/she will be granted Witness Leave without pay. A copy of the employee's summons or subpoena should accompany his/her request and id required to receive compensation for that day.

Military Leave:

If an employee is a member of the U.S. Armed Forces Reserve or National Guard called to active or inactive duty training, he/she will be granted a leave of absence, without pay, for the duration of the training. In the event that an employee is actually activated for duty, a leave of absence without pay will be granted for the duration of the active duty.

Professional Day:

Employees are permitted one Professional Day per year with pay to attend a seminar, workshop, etc. to assist them in attaining new ideas for their jobs. Employees must present an outline to

their supervisors detailing what they intend to gain from the day and how the company will benefit from their training experience.

Benefits:
Salary is only part of the total compensation package for employees of ACCS. ACCS will maintain a benefit program that provides ways for employees to protect themselves and their family as well as add to their income. The following employee benefits will be provided to full-time employees of the ACCS:

- Medical Insurance;
- Dental Insurance;
- COBRA;
- PSERS Retirement Plan;
- Worker's Compensation.

Medical Insurance:

ACCS will provide health care benefits to employees equal to those provided by our charter school district.

The charter will provide medical insurance to employees and their eligible dependents on the first day of the month following ninety (90) days of full-time employment. Eligible dependents will include employee's spouses, unmarried children under the age of 19, and unmarried children who are full-time students under the age of 21. Medical insurance coverage will be an HMO, PPO or traditional indemnity plan based upon the employee's place of residence. ACCS will require that employees pay a portion of the cost of this benefit.

At the time of hire, employees will receive an information packet, including a complete description of the benefits offered, an enrollment application and a deadline for its completion, and the current co-payment contribution rates.

Dental Insurance:

Dental insurance will be available as part of the health plan policy. Employees will be eligible to receive dental insurance at the same time that they become eligible for health insurance, and it will be available to employees and their dependents as defined above.

COBRA:

Under federal legislation entitled the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), employees, their spouses, and dependent children are eligible to continue company provided medical and/or dental coverage for up to 18 additional months if they lose coverage as a result of a "qualifying event." A "qualifying event" is defined as termination of employment

(either voluntary or involuntary), the employee's death, the employee's enrollment in the Medicare program, or an employee's dependent child becoming ineligible for coverage under a provision of the company's group health plan.

An employee's medical/dental coverage will continue until the end of the month of the qualifying event. At that time he/she will receive a notice and an election form sent via certified mail to his/her home explaining COBRA benefits and the monthly cost. The full cost of the monthly premium will be the employee's responsibility. He/she will have 60 days to elect continuation of coverage.

Continuing medical/dental coverage will terminate if the employee elects to cancel coverage, fails to pay the monthly premium, becomes covered under another employer's group plan, or if the continuing coverage time period expires.

PSERS Retirement Coverage:

All employees of the ACCS will be enrolled in the Public School Employee's Retirement System (PSERS) in the same manner set fort in the Public School Code unless an employee is enrolled in another retirement program. ACCS will make payments by employers and payments on account of Social Security at the same rate as our charter school district.

Workers' Compensation:

Employees injured while on the job are protected by the Workers' Compensation Act of the Commonwealth of Pennsylvania. This fully company-paid benefit applies to all employees beginning on the first day of employment.

Employee benefits under Workers' Compensation include:

- Payment of medical and rehabilitation expenses, including hospital costs, doctor's fees, drug costs, and rehabilitation therapy.

- A percentage of income replacement for a period that extends for several years depending upon state laws if the employee is temporarily disabled.

- Replacement of a percentage of the employee's income for many years and in many states, for the balance of the employee's life if his/her injuries result in permanent total disability.

- Lump sum payments for certain injuries that result in an employee's permanent partial disability.

- Income replacement benefits for an employee's survivors if he/she dies from a job-related reason.

Under the rights and benefits as established in the provisions of the Workers' Compensation Act, if an employee is injured on company property during normal operational hours, he/she (or someone acting on the employee's behalf) must report the incident immediately to his/her supervisor, no matter how minor the injury may appear. The supervisor will complete an Incident Report and submit it to the appropriate person within 24 hours of the accident. If an employee fails to report an incident as it occurs, he/she may cause serious delays in benefit payments or the employee may not be eligible to receive any benefits.

For the first 30 days of a work-related injury, ACCS will be permitted by law to specify where employees will go for treatment.

It is ACCS's intent to provide all possible assistance to employees in the event of their injury at work. We will investigate all claims submitted and pay all valid claims under the terms of the Workers' Compensation Act.

E. Identify the proposed faculty.

The school will be staffed by credentialed professionals and otherwise qualified workers, recruited primarily from local colleges and schools of education. Staff members will have experience working with diverse learners and/or economically disadvantaged students and will demonstrate a deep respect for the environment and for local history and cultures.

Because the CEO serves as the manager and spokesperson, primary curriculum leader and spokesperson for the school, it is essential to recruit an extremely talented individual early in the school development process to help to bring the school from vision to reality. The school's founders will use national education networks such as the Charter Friends National Network to recruit candidates. The CEO candidates will be recruited through April 2005 and hired in May 2005. The CEO will be expected to start working for the school by June 2005.

Once the CEO is hired, he or she will begin recruiting and interviewing candidates for recommendation to the school's Board for hiring. The staff hiring decisions will be made by July 2005 and all staff members will be working at the school by August, 2005.

The required qualifications for the school CEO and other school staff members are provided below.

CEO Qualifications
Educational and Experiential Requirements

The position will require a Masters degree in Education or a related field, though a Doctorate would be preferred. Instructional and management experience in public or private schools, good public relations skills, team management techniques, experience and the desire to serve whole families are important requirements. The CEO must have demonstrated experience working with educational and community organizations outside of schools, and must have experience implementing civics education programs outside of schools.

The CEO must be capable of:

- Managing instructional affairs;
- Operating the day-to-day administration of the school;
- Serving as liaison between parents, community, state, government, higher education institutions and students;
- Supervising and evaluating the faculty;
- Scheduling;
- Hiring;
- Coordinating and determining needs for professional development;
- Ensuring that resources are adequate to meet student needs;
- Keeping the school on track to meet achievement goals; and
- Overseeing planning, budget, finances, fund development, public relations, administration, reporting, evaluations, board relations, plant management, staff supervision and student activities.

Community/Curriculum Coordinator Qualifications

Educational and Experiential Requirements:

The CCC must have at least a Master's Degree in Education. He or she must have experience with developing and implementing curricula, experience with implementing assessments, experience working with educational agencies and organizations outside of schools, and must have experience implementing civics education programs in schools.

The CCC must be capable of:

- Developing innovative curricula in the Social Sciences
- Providing staff development regarding curricula and assessment
- Developing educational opportunities for students with outside agencies and institutions,
- Identifying projects for students with organizations that wish to provide learning opportunities for students, and organizations and neighborhoods that need help from students in order to improve,
- Introducing new applications of technology for education and communication, and
- Fostering dialogue among diverse groups of parents and community organizations.

Teacher Qualifications

Educational and Experiential Requirements:

Minimum educational preparation a B.A. or B.S. degree plus state certification in an appropriate field of Education (e.g., Elementary Education, Bilingual Education, Science Education) or emergency certification with written commitment to become fully state certified.

Teachers must be capable of:

- Participating in the design and implementation of curriculum
- Providing classroom instruction and individual tutoring during school hours
- Supervising extracurricular activities during school hours
- Taking initiative in program improvement and school governance
- Advising students
- Informing families, administrators, and fellow teachers of student progress
- Introducing technology into students' daily learning
- Teaching multiple subjects
- Designing performance based assessment tools
- Communicating regularly with parents
- Maintaining active and accurate documentation on individual students
- Participating in regular professional development programs
- Being involved in team meetings, and
- Participating in the curriculum development process.

Nurse Qualifications

Educational and Experiential Requirements:

The school will hire a part-time school nurse through a contracted agreement with the visiting Nurse's Association or a similar agency. The nurse must have a bachelor's degree a health-related area, be certified, and have at least two years experience working with children and families.

School Counselor Qualifications

Educational and Experiential Requirements:

The School Counselor must have an understanding of developmental psychology and a Master's in education or psychology.

Counselors must be capable of:

- Screening students for evidence of learning disabilities,
- Working with a school-based team to develop IEP's for designated special education students,
- Developing a plan for engendering psychological health among students and staff,
- Counseling students and staff regarding psychological issues interfering with academic progress,
- Providing crisis training for handling school crises, and
- Working with mentors and volunteer counselors to prepare students for learning.

School Business Manager

Educational and Experiential Requirements:

The Business Manager will be provided by a contracted educational management organization. They will have at minimum a college degree in accounting or related financial field, and will hold a certificate in School Accounting.

The Business Manager must be capable of:

- Utilizing a system for bookkeeping that tracks revenues, expenditures, receivables, payables, and makes comparisons to the projected budget,
- Anticipating funding and budget requirements and making arrangements for revenue changes,
- Keeping the CEO informed about the school accounts on a day-to-day basis.

Classroom Aide Qualifications

Educational and Experiential Requirements

Classroom Aides will be at a minimum high school graduates with at least one year of experience working with young children in educational settings.

Classroom Aides must be capable of:

- Working directly with students and teachers
- Helping to keep students focused on work in their classrooms,
- Participating in professional development sessions, and
- Assisting the teachers with carrying out their lessons.

Office Staff Qualifications

Educational and Experiential Requirements:

The School Secretaries will have at a minimum a high school diploma, with at least two years experience serving as a secretary or administrative assistant in a school or similar setting where maintaining accurate records, communicating clearly in person and on the telephone, and providing support to an administrator are necessary.

The Secretaries must be capable of:

- Performing the duties of a receptionist, office manager, and administrative assistant to the CEO and teaching staff;
- Coordinating transportation and food services program;
- Keeping records, maintaining archives and performing light bookkeeping functions
- Assisting the CEO with recruitment of students and parents, and
- Establishing a recruiting and contact database.

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.

Prior to reporting for duty, all employees that will have contact with children must submit to the business office a Background Check for Employment in Schools or an official document from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2. The administration shall require each applicant to submit an official clearance statement obtained from the department within the immediately preceding year as to whether the applicant is named as the perpetrator of an indicated or a founded report or is named as the individual responsible for injury or abuse in an indicated report for school employee or a founded report for school employee.

- The official clearance statement under paragraph one shall not be required for an applicant who:
- transfers from one position as a school employee to another position as a school employee of the same school district or of the same organization; and
- has, prior to the transfer, already obtained the official clearance statement under paragraph one.

Grounds for denying employment. Except as provided in section 6356 (relating to exceptions), an administrator shall not hire an applicant if the department verifies that the applicant is named as the perpetrator of a founded report or is named as the individual responsible for injury or abuse in a founded report for school employee. No individual who is a school employee on the effective date of this subchapter shall be required to obtain an official clearance statement under subsection (a) (1) as a condition of continued employment.

No employee will be hired or students enrolled in ACCS until the Pa Department of Education approves the charter application and issues a contract for service. Therefore, no employee child abuse clearance or criminal history forms are included in this proposal.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.
Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

No employee will be hired or students enrolled in ACCS until the Pa Department of Education approves the charter application and issues a contract for service. Therefore, no employee child abuse clearance or criminal history forms are included in this proposal. See statement F above detailing requirements.

4. Code of Conduct:
A. Discuss any rules or guidelines governing student behavior.

The Founding Coalition with support from ACCS's legal counsel will develop a proposed Code of Conduct that will be adopted by the Board of Trustees upon receipt of a charter. The Board, the CEO, and CCC will expand this code of conduct into a student handbook. All parents and students will receive a copy of the Student Handbook and will have to sign a statement indicating that they have read the provisions of the Code of Conduct.

The Code of Conduct will be designed with the mission of the school in mind, and, as such will be based on the belief that all students have the right to be physically safe, emotionally secure, and be taught effectively in a positive, focused learning environment.

The CEO or his or her designee will be responsible for monitoring the implementation of the Code of Conduct. The Board of Trustees, with feedback from the CEO, Parent Advisory Committee, and faculty will continually review the Code of Conduct and make changes as necessary.

The Code of Conduct will include the following rules and guidelines governing student behavior:

- Students will attend school daily;
- Behavior will be directed to supporting an atmosphere of learning, sharing and cooperating;
- Behavior will be directed at supporting the school's mission and programs;
- Behavior and language will be civil at all times;
- Students will be free of illegal drugs and alcohol;
- Conduct will be respectful of all property, including school property, public property and that of staff and other students.
- Students will abide by the dress code and maintain a clean and well-groomed appearance.

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

ACCS's Board of Trustees will define and publish the types of offenses that would lead to exclusion from school. The offenses shall include, but not be limited, to the following areas:

Alcohol
Attendance
Disrespect of teachers

Disobedience
Disruption of educational process
Drug-related activities
Harassment
Physical assaults/fighting
Theft
Vandalism of school property
Weapons

IF AN INCIDENT OCCURS

1. Student will be brought to the CEO or administrator in charge.
2. CEO will inform the student of the complaint against him or her.
3. The student will be given an opportunity to respond with his side of the situation.
4. If a suspension is warranted, a written notice of suspension will be prepared for the parents and given to the student. The notice will contain reasons for the suspension.

SUSPENSION

The following constitutes ACCS proposed policies for the suspension of students:

Suspensions for 1 to 3 days

A student may be suspended for a maximum of three days without a hearing. A written notice of suspension will be prepared for the parents and given to the student. The notice will contain reasons for the suspension. A conference with the parent will be scheduled before the student's return to school.

Suspensions for 4 to 10 days

For suspensions of 4 to 10 days, the student and parent will have the right to an informal hearing with the CEO. The following requirements will govern the informal hearing:

- The informal hearing is meant to encourage the student's parents/guardian to meet with the principal to discuss ways by which future offenses can be avoided.

- The steps below will be followed to ensure due process:
    1. The student and the parent/guardian will be notified in writing of the reasons for the suspension.
    2. They will be provided with sufficient notice of the time and place of the informal hearing.
    3. A student will have the right to question any witnesses present at the informal hearing, and has the right to speak and produce witnesses on his/her own behalf.
    4. An informal hearing will be held within the first 5 days of the suspension.

For all suspensions, students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board.

EXPULSION

The following constitutes ACCS's proposed policies for the expulsion of students:

- A Board decision is required to expel a student.

1. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing.
2. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except:
    - ✓ If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others; and
    - ✓ If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time/place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of that Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. Student and their parents/guardians will be apprised of these rights.

All due process requirements will be respectively followed for regular and special education students. All attempts to rectify problems will be made before the implementation of sanctions.

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

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

Students are required to attend and to participate constructively in all education activities and be present on each scheduled school day. Students shall be considered "excused" for absence due to illness, family emergency or other such events as deemed appropriate in accordance with the school's code of conduct. Students must submit, in writing, from their parent or guardian, a clear explanation outlining the date, reason for the absence and the appropriate signature. Students who fail to provide written documentation of absence will be subject to discipline as outlined in the school's code of conduct. This may include but not be limited to after-school work details, in school suspension, out of school suspension, or termination from the program. Any student with ten (10) or more unexcused absences may be recommended for expulsion.

5. Transportation:
A. Describe your transportation program, including transportation for Special Education students and suggestions for improvement

Transportation will not be necessary for a majority of the students. However, bus transportation will be provided for any students taking classes in the school. ACCS will either use NEIU 20 services for special education students (those who require special busing for acute mental or physical handicaps) or will contract out elsewhere.

B. What arrangements will be made to transport students, if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

Transportation will not be necessary for a majority of the students. However, bus transportation will be provided for any students taking classes in the school.

C. What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? Nonresident students shall be provided transportation under section 1361 of the Public School Code. The school district of student residence must provide transportation to a charter school up to ten miles from its border.
Explanation: Establish workable arrangements for safely transporting students to and from school.

Transportation will not be necessary for a majority of the students. However, bus transportation will be provided for any students taking classes in the school.

6. Food Service:

A. Describe the food service plan of the school.

A food service plan will be provided for any students taking classes in the school. However, most students will not require food service.

B. What are the plans for free or reduced lunch or breakfast? State regulations for student participation in such a program must be followed (24 PS 13-1337).
Explanation: Develop plans for the provision or accommodations of a mid-day meal.

A food service plan will be provided for any students taking classes in the school. However, most students will not require food service.

7. Timetable:
Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.
Explanation: Establish a well-developed, realistic plan of action for opening a charter school.

Date	***Event***
November 15, 2004	Deadline for submitting completed charter school application to the Commonwealth.
November-December	Hold planning meeting/informational sessions for parents.
	Contact community groups for involvement in planning process.
By December 30	Public hearing
January 2005	Select Board of Trustees.
	Address preliminary staffing concerns: ▪ Develop hiring policies and procedures ▪ Develop contractual arrangements ▪ Design benefit packages, including retirement ▪ Advertise CEO position
February	Identify CEO, who will be officially hired upon charter approval.
February	Develop admissions procedures/forms.
February to March	Hold meetings on ACCS for interested families, detailing admissions procedures.
February to March 15	School District issues decision on charter school application.
March (immediately upon receipt of conditional charter)	Apply for start-up grant monies from Pennsylvania Department of Education and satisfy all reporting requirements including: ▪ Official charter signed by the authorizing board ▪ Completed charter school application addressing the 5 elements of design ▪ The application fact sheet containing projected enrollment, mission statement, and federal EIN. ▪ Completed PDE-2028 Budget Form ▪ Completed wire transfer form (ACH form) ▪ Charter School Application Addendum (Federal Requirement)

	▪ Assurances (Federal Requirement) ▪ Master Agreement Assurances (PA requirement)
	Conclude real estate arrangements and begin facility renovation.
	Begin admissions process: ▪ Conduct lottery ▪ Send admissions letters ▪ Establish a waiting list if necessary
	Solidify partnerships with community organizations and educational institutions.
	Meet with contractor to review status of facility progress, including all permanent utilities (Electric/gas/water/telephone).
March to June	Determine transportation arrangements. ▪ Define requirements (Routes, Time) ▪ Meet with District/contractors
April	Establish payroll.
	Checking account, petty cash, and depository accounts opened. ▪ Identify check signers ▪ Develop signature policies ▪ Appoint a treasurer
April to June	Hire all staff (conduct all background checks including criminal history checks and child abuse clearance forms).
April to July	Set up Special Education Services: ▪ Identify students with IEP ▪ Acquire records ▪ Develop alternative IEPs ▪ Get parent approvals ▪ Define service requirements for all Special Education students ▪ Hire/Contract with providers
May (early)	CEO begins.
	Send PDE an enrollment report.
May (late)	Confirm acceptances and request student records.
June 1	Site is finalized (obtain certificate of occupancy and all related inspections).
June	Receive student records, including PENNSYLVANIA SYSTEM OF STATE ASSESSMENT (PSSA) scores, existing IEPs, etc.
June to July	Order and receive: ▪ Curriculum materials ▪ Furniture ▪ Fixtures ▪ Equipment ▪ Telephone Service ▪ Internet Service (T-1)
July	Satisfy all conditions of the conditional charter for the School District to grant a final approved charter. (Deadline is usually in last week of July.)
	Review health and safety of students: ▪ Acquire medical forms ▪ Identify doctor/nurse resources

	▪ Staff first aid training
	Request bids for contracted services: ▪ Food (raw) ▪ Security (monitoring) ▪ Exterminator ▪ Elevator maintenance
	Have special ed services in place. ▪ Review existing IEPs. ▪ Begin special education evaluations.
August 12-16	New staff orientation and professional development.
August 19	Parent and student orientation.
August 26 -30	Teachers set up classrooms, develop lesson plans, etc.
September 7	School regular session begins.

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

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

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

9. School Health Services
A. Describe your plan for providing school health services as required under Article XIV of the public school code.
The charter school will adopt a plan for providing school health services that complies with Article XIV of the Public School Code. Nursing services will be contracted to be available when students are on school sites.

B. Describe how school nursing services, including administration of medication, will be delivered.
Through a contracted agreement with the visiting Nurse's Association or a similar agency, nursing services will be contracted to be available when students are on school sites.

COMMONWEALTH OF PENNSYLVANIA CHARTER

to operate a public school known as

Agora Cyber Charter School

Pursuant to the authority vested in the Board of School Directors of Agora Cyber Charter School under the Public School Code of 1949, as amended, and Act 22 of the PA School Code, the Board of Trustees of the ACCS is hereby granted a Charter to operate a public charter school located at, for the period commencing on _____ and ending on _____. The grant of this charter was approved by vote of the Board of School Directors 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, 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 the Board of School Directors or the State Charter School Appeal Board. Said Application is attached hereto as Appendix and is incorporated herein by reference as if fully set forth;

3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this charter;

4) this charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new charter shall be executed by the parties; and

5) this charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ of 2005.

For the Board of School Directors of: Agora Cyber Charter School

Board President _____

Board Vice-President _____

Board Secretary _____

Board Treasurer _____

VI. BUDGET AND NARRATIVE