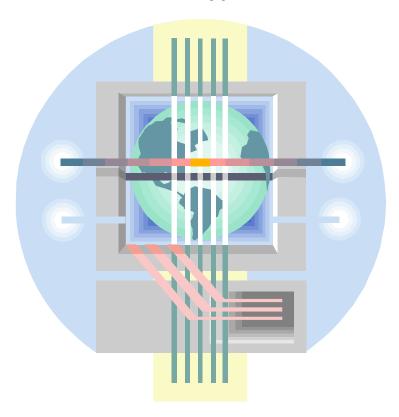# Commonwealth of Pennsylvania Department of Education

Liberty Cyber Charter School Application

2007

Submitted to the Pennsylvania Department of Education
October 1, 2007

**Pennsylvania
Department of
Education**

Inspiring productive, fulfilled, life-long learners

Commonwealth of Pennsylvania
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Division of Nonpublic, Private
 and Charter School Services
  Sheri Rowe, Chief

Division of Nonpublic, Private
 and Charter School Services
  Gregg Spadafore, Charter School Contact

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Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

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2007 Cyber Charter Schools Requirements and Application

Introduction

This application format serves as the framework for the official 2007 application, submitted by a cyber charter school applicant to the Department of Education. In developing this format, the research-based components that are identified as essential in the planning process for the creation of a cyber charter school serve as the basis for this framework. The five essential components are School Design, Needs Assessment, Governance, Finance/Facility; and Administration. In addition to the requirements that follow, when completing the application the applicant should review and refer to the two Basic Education Circulars on charter and cyber charter schools. The charter and cyber charter school Basic Education Circulars are available at:

http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=54323 (charter schools)
http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=121873 (cyber charter schools)

The deadline for submitting the 2007 Cyber Charter School Application is Monday, October 1, 2007. If you are planning to submit an application, please contact the PDE Charter School Office for additional information regarding submission requirements.

Questions should be directed to:

Gregg Spadafore		**Rose Agnew**
(717) 705-2881	**or**	**(717) 705-8019**
gspadafore@state.pa.us		**roagnew@state.pa.us**

Application Requirements

In the development of your application, you are required to expand upon each of the five essential components as outlined on pages 8 through 16. Successful applicants will be knowledgeable in the implementation of all federal and state requirements that are applicable to cyber charter schools. Successful applications will include all of the following information per sections 1719-A and 1747-A of the Charter School Law, and describe how the school will meet the requirements of section 1743-A(c) and (d), the provisions regarding the dissemination of information to parents and school district, and section 1748-A, the provisions requiring the notification of enrollment and withdrawal from a cyber charter school.

Section 1719-A:
1. The identification of the cyber charter applicant.
2. The name of the proposed cyber charter school.
3. The grade or age levels served by the cyber charter school
4. The proposed governance structure of the cyber charter school, including a description and method for the appointment or election of the board of trustees.
5. The mission and (measurable) education goals of the cyber charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational goals. Cyber charter school students shall be required to meet the same testing and

academic performance standards established by law and regulations applicable to public school students.

6. The admission policy and criteria for evaluating student admission which shall comply with the requirements of section 1723-A (of the Charter School Law).
7. Procedures which will be used regarding the suspension or expulsion of pupils.
8. Information on the manner in which community groups will be involved in the cyber charter school planning process.
9. The financial plan for the cyber charter school and the provisions which will be made for auditing the school under section 437 (of the Public School Code).
10. Procedures which shall be established to review complaints of parents regarding the operation of the cyber charter school.
11. A description of and address of the physical facility in which the cyber charter school will be located and the ownership thereof and any lease arrangements.
12. Information on the proposed school calendar for the cyber charter school, including the length of the school day and school year consistent with provisions of section 1502.
13. The proposed faculty and a professional development plan for the faculty of a cyber charter school.
14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the cyber charter school students in extracurricular activities within the school district. Not withstanding any provision to the contrary, no school district of residence shall prohibit a student of a cyber charter school from participating in any extracurricular activity of that school district of residence: provided , that the student is able to fulfill all of the requirements of participation in such activity and the cyber charter school does not provide the same extracurricular activity.
15. A report of criminal history record, pursuant to section 111, for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.
16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Ch. 63 Subch. C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.
17. How the cyber charter school will provide adequate liability and other appropriate insurances for the cyber charter school, its employees and its board of trustees.

Section 1747-A:

The curriculum to be offered and how it meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.The number of courses required for elementary and secondary students.

An explanation of the amount of online time required for elementary and secondary students.

The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.

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

Instructions and Application Requirements
Cyber Charter Schools (Continued)

1. The technology, including types of hardware and software, equipment and other materials which will be provided by the cyber charter school to the student.
2. A description of how the cyber charter school will define and monitor a student's school day, including the delineation of on-line and off-line time.
3. 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.
4. The technical support that will be available to students and parents or guardians.
5. 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 cyber charter school 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. If the cyber charter school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h).

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.

Instructions and Application Requirements
Cyber Charter Schools (Continued)

    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 e-mail 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 PSSA and other standardized test scores.

    l. 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.

    m. 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.

2. The cyber charter school and the parent or guardian shall provide written notification to the school district of residence within 15 days following the withdrawal of a student from the cyber charter school.

CYBER CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

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

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

Liberty Cyber Charter School

Proposed Cyber Charter School Administrative Location (City/Town and Zip Code)   Exton , PA 19341   County Chester

Intermediate Unit Chester County Intermediate Unit 24

Proposed Start Date   September 2008

Federal Employer Identification Number

Contact Person: First Twila Middle   J Last Smoker

Organization   N/A

City   New Holland   State   PA   Zip Code   17557

Telephone 484-319-5631   Fax Number   717-354-2014   E-mail   twila.smoker@gmail.com

Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents __3_ Teachers__4____ Business Partners____5____ Community Based Orgs.___0_____ Museums_____0_____ Higher Education__0_____ Other Group (Identify)	Elementary 1-6 Secondary 7-12 Age of Kindergarten_5_____ Age of Beginners____5_____ Circle Appropriate Grade(s) K 1 2 3 4 5 6 7 8 9 10 11 12	1st Year 500 2nd Year 1200 3rd Year 2400 4th Year 3000 5th Year 4000 Total Number of Teachers (*5th year ending*) 168__

Does the cyber charter applicant have an existing retirement system?   Yes ___No   X____

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

Yes_____No X__

School Focus

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

> **The mission of Liberty Cyber Charter School is to achieve academic and lifelong success for K-12 students via online instruction. Through partnerships with parents and in cooperation with Pennsylvania's local communities, Liberty Cyber Charter School aspires to instill the principles of individuality, self-government, excellence of character, clarity of conscience, and civic responsibility into the lives of our students.**

The educational focus of Liberty Cyber Charter School is to prepare our students for a fulfilling career and real world success. By encouraging our students to understand the wealth of opportunities open to them and to use this knowledge to motivate them to succeed academically, socially and in character, we will enable them to achieve their vision and make decisions for their future based on an overall knowledge of their options, a sense of accomplishment and empowerment. Their portfolio of academic and other successes will open the doors needed for them to move forward to the place of their choosing.

Through exposing our students to experiences in trades, business, entrepreneurships and higher education opportunities, we believe that our students will be able to make informed decisions about the path that best suits them for the future.

We also feel that service is key to understanding true success and have designed service projects into our program. We believe that, through service to others, our students will be enriched and better prepared for living, working and socializing and to develop a perspective of sharing with others.

FEDERAL GRANT APPLICATION ADDENDUM TO COMMONWEALTH OF PENNSYLVANIA CHARTER SCHOOL APPLICATION

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

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

The proposed Liberty Cyber Charter School's five year budget has assumed that zero funding will be provided for planning and implementation

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).

If approved, Liberty Cyber Charter School planning grant will primarily be used to fund the development of the school's curriculum and web portal development. The implementation grant will primarily be used to fund the high equipment and curriculum costs of the first two years of operation

III. Please check x____ that you will provide an annual report to the Department of Education, no later than August 1, including information on the progress made in meeting the cyber charter school's stated goals and objectives.

IV. Please check x____that you will cooperate with the Department of Education in the evaluation of your cyber charter school program.

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

SIGNATURES

Name of Proposed Cyber Charter School ___Liberty Cyber Charter School_____

Date _____

President/Vice-President _____
                                        Board of Trustees
Secretary/Treasurer _____
                                        Board of Trustees

FEDERAL ASSURANCES FOR PUBLIC CHARTER SCHOOLS

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

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

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

Charter school _____ Date _____

Authorized Representative _____

1. **Mission Statement:**

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

Liberty Cyber Charter School
Mission Statement

The mission of Liberty Cyber Charter School is to achieve academic and lifelong success for K-12 students via online instruction. Through partnerships with parents and in cooperation with Pennsylvania's local communities, Liberty Cyber Charter School aspires to instill the principles of individuality, self-government, excellence of character, clarity of conscience, and civic responsibility into the lives of our students.

Core Philosophy

Rapidly changing landscapes and emerging new technologies in business and educational environments worldwide command Liberty Cyber Charter School to be a school without walls and that life itself defines the student's educational experience. Liberty Cyber Charter School (LCCS)*seeks to teamwork with parents and local community organizations to engage the student as a pioneer in this new world as he or she learns through the unchanging principles of individuality, self-government, excellence of character, clarity of conscience and civic responsibility how to live his or her life as a responsible, honorable and esteemed citizen.

LCCS will promote informed choice through the purposeful study of collegiate and vocational career options and will facilitate authentic real life experiences to help each student find his/her real purpose and direction in life.

*Liberty Cyber Charter School throughout this document is also referred to as LCCS.

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.

Liberty Cyber Charter School founders, board of Trustees, administration and staff,

in a spirit of humility and service, endeavor to prepare students to grow up as adults who are distinguished, dignified, and confident citizens, entrepreneurs who are accomplished individuals in their fields of study and who will live honorable and esteemed lives to influence generations to come.

Our founders and Board of Trustees are individuals who have been on the forefront of cyber education in Pennsylvania. We draw from a number of individuals who are respected educators involved in innovative approaches to education. We have founding team members with homeschool backgrounds, Montessori School and cyber school board of trustees and cyber school administration. Our founding team has years of experience in business, technology, ministry, counseling and house parenting at-risk teenagers.

Liberty Cyber Charter School's Guiding Principles of the Mission Statement

Curiosity, creativity, wonderment, gentleness and respect for all life are celebrated at Liberty Cyber Charter School through the guiding principles of the Mission Statement.

A. Principle of Individuality

Every Liberty Cyber Charter School student is uniquely designed and has the potential to be a model for greatness, leadership, courage and heroism. Liberty Cyber Charter School seeks to engender habits that nurture these characteristics throughout each student's school day. Through daily interaction, the student is taught to reflect on his or her unique qualities of thought, senses, abilities, skills and talents in order to serve in the home, school and community. Character from the inside out is gently cultivated, increasing knowledge of character in the heart and mind. LCCS teaches that the student's life pathways are set based on everyday decisions the individual makes from the inside out producing resulting consequences.

Liberty Cyber Charter School will not discriminate on the basis of intellectual ability or athletic ability, measures of achievement or aptitude status as an individual with a disability, proficiency in the English language or any other basis for discrimination as outlined in the PA Charter School Law (§1723)

B. Principle of Self-Government

"To govern is to direct and control, as the actions or conduct of men, either by established laws or by arbitrary will; to steer; to regulate the course or motion of a ship. The helm or the helmsman governs the ship. " Webster's Dictionary

Each student at Liberty Cyber Charter School learns as a helmsman of a ship to sail his own vessel by relying wholly on the navigation tools of established laws. As students mature they will learn to move from external governmental restraint to internal self-control. Self-control is the governing "North Star" guiding students towards safe shores.

Study of self-government will include:

- Economic awareness: learning to make good use of time and materials, being good stewards of the environment
- Entrepreneurship and Initiative: being habitually diligent in all work. Taking initiative to control and manage one's own time, rather than being told what to do (external controls versus internal control)
- Self-reliance and Confidence: the student accepts and welcomes responsibility of his or her own and by using his or her skills, actions and character makes the most of the opportunities available to him or her

The Principle of Self-Government is included in Liberty Cyber Charter School's Code of Conduct, is approved by the Board of Trustees and disseminated to all students and parents. Policies and procedures for consequences is found in the yearly Family Handbook posted on the school's website and can be downloaded and printed for all families associated with the school.

C. Principle of Character Excellence

Faithfulness and steadfastness, care and love, patience, diligence and industriousness, trustworthiness and loyalty, are a few among many excellent character traits Liberty Cyber Charter School students are exposed to, taught, modeled and practiced. Students acquire excellence in these character traits by thoughtful reflection resulting in decisions that are good and right. LCCS along with parent involvement desires to give to the world distinguished, dignified, and confident citizens who are secure in who they are, who are fully prepared to live honorable lives to influence generations to come. Character Education is woven into the core curriculum for all grades.

D. Principle of Clarity of Conscience

To each human life is given a conscience, the inward counselor that continually speaks to the mind and heart of what is right and what is wrong. Students at Liberty Cyber Charter School are taught to listen carefully to their inward counselor in the many decisions they are required to make throughout the course of the school day. The student takes ownership of her conscience and being a good steward of it, she is instructed to care for it as if it was her most prized possession. Instruction in Ethics and Values is woven into the core curriculum for all grades.

E. Principle of Civic Responsibility

Liberty Cyber Charter School students are known for their contributions of time, energy, and resources to help the poor, the sick, the elderly, widows, the broken, and the helpless. Students make every effort to encourage their peers in service and community involvement. Student volunteerism includes visitation to nursing homes, hospitals, homeless shelters, visit prisoners and help support family members of prisoners. Students visit their sick and elderly

neighbors and offer to clean, cook and do childcare for the working single mom or dad. In addition, students are required to complete at least one community service project per year. Students receive recognition and credit for service on the school website, on their report cards and high school transcripts.

2. **Measurable Goals and Objectives:**

    A. What are the school's <u>measurable</u> academic goals and objectives to promote student learning?
        *Explanation: Develop clear **<u>measurable</u>** goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.*

    All courses and fields of study are designed to meet eligible content within Pennsylvania State Academic Standards and the current requirements of the federal No Child Left Behind Legislation. Professional development training for all staff in Assessment Anchors assists the instructional staff to further align the course content to relevant standards. Curriculum as defined by LCCS is under continual review by the curriculum team to ensure that standards are met.

    Liberty Cyber Charter School's design for measurable academic goals and objectives is the use of the template "Getting Results" Pennsylvania Department of Education's Framework for Continuous School Improvement Planning. The guiding questions of "Getting Results" are based on the six components of Pennsylvania's standards-aligned instructional system (i.e., clear standards; fair assessments; standards-aligned curriculum; instruction; instructional materials & resources; interventions), <u>and</u> the four "lenses" of **Quality Teaching, Quality Leadership, Artful Use of Infrastructure**, and **Continuous Learning Ethic.**

    Liberty Cyber Charter School uses the E-Strategic Planning design developed by Pennsylvania Department of Education as a structure for LCCS Annual Reports and strategic planning to include identifying and describe our organization, collecting and analyzing data, building a district/school portfolio, designing action plans (including professional education), monitoring the implementation of the action plans, and evaluating the action plans independently as well as the overall plan.

    In addition, Liberty Cyber Charter School utilizes E-metric electronic solution for PSSA summative, formative, perceptual, demographic and successful transition data.

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

    Liberty Cyber Charter School's non-academic goals and objectives are designed through the lens of the principles of the mission statement and expressed in Community Service and Entrepreneurship.

Community Service

Some time before a student graduates from High School they should learn the joy and responsibility of serving others. No matter what their family's socioeconomic level is, the satisfaction of serving and giving unconditionally helps young people learn the importance of service, especially serving those who can not repay that service. They learn that one person can make a difference and that it feels great to serve others. It enriches them and their community.

Service can be measured as a designated number of hours that students must give to an organization, group or person of their choice or it can be in collaboration with a larger group that chooses to serve a single person or group.

Service includes a series of questions a student must answer before the project starts and then a time to revisit those questions after the service has been completed.

A few sample questions:

- What do you expect to accomplish in this project?
- How does unconditionally serving others have the potential to enrich your life?
- What happened to you as result of your involvement with this person or group?
- What happened to the person you served as a result of your service?

Entrepreneurship

A Gallup Poll said that 7 out of 10 High School students wanted to start their own business some day but had no idea how to begin.

Teaching students the skills necessary to start their own businesses shows them that they don't have to depend on others to get a job; they can create their own job. They are not training to be workers but employers. When they are entrepreneurs they begin to look at their own community differently. They become part of the community and the social network that is there.

Some of the benefits of Entrepreneurship Education include:

- Community Understanding
- Business Management Skills
- Individual's Personal Growth
- Expand Creative Thinking
- Decision-Making Skills
- Sense of Career Choices
- Builds Confidence and Pride

Student's skills are measured through community-based business managers who are given a specific set of goals and objectives the student must accomplish while in the field.

"It's better to be prepared for an opportunity and not have one, than to have and opportunity and not be prepared." - Whitney M. Young Jr.

3. Educational Program:

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

LCCS instructors are taught how to integrate the principles of the mission statement throughout the curriculum. Our instructors are challenged to create outstanding assignments using the Pennsylvania Academic Standards and developing lesson plans with and/or without traditional teacher's props such as teacher's manuals and textbooks. Professional development will include ongoing training in technology, quality teaching, *school-to-home* instructional methods, curriculum mapping, using Learning Focused or like program to align our curriculum to the Pennsylvania academic standards.

Our parents have the opportunity to learn alongside their child, and by keeping a few paces ahead of their child they will learn the principles of the mission statement, participate in academic learning through our parent courses, participate in technology training, explore *home-to-school* instructional methods, and gain an understanding of academic and practical life practice of the Pennsylvania academic standards.

Curriculum and instruction is aligned to Pennsylvania academic standards, benchmarks and assessments. Instruction includes reading and writing in the content areas, math, economics, science, computer and technology, history, geography and civics, career education, community service, entrepreneurship, environment and ecology, world languages, family and consumer science, health, safety, physical education, arts and humanities. Significant portions of the curriculum are delivered through technology devices such as computers, the Internet, handheld devices, videoconferencing, web logs, and online classrooms through the school's customized and secure platform. Students have access to their assignments, progress reports, grades and communication twenty-four hours, seven days a week. Other means of educational delivery to our students and families include non-mandatory clubs, field trips, festivals, camps, entrepreneurship opportunities and onsite support through regional centers that will be located throughout the state.

Students will study original historical documents in all subject areas. Through learning the historical culture, events, and influential leaders that led to turns in history (i.e. the American Revolution) this approach trains students to detect bias, to weigh evidence, and to evaluate arguments, thus preparing them to make sensible, independent judgments.

Planned instruction to enable Liberty Cyber Students to achieve successful, measurable academic standards consists of course, unit and lesson content objectives, materials and activities, and student assessment.

Curriculum at Liberty Cyber Charter School is defined as:

- Textbooks that are aligned with Pennsylvania State Academic Standards
- Instructor designed lesson plans aligned to benchmarks, standards, and assessment

anchors
- Family educational time
- Community-based partnerships
- Apprenticeships
- Environmental Study
- Vocational Technology/Trades Training
- Work study
- Independent study
- Outside arts and humanities
- Outside physical education
- Community Service
- Field trips, festivals, camps
- Technology
- Online resources
- Entrepreneurship

Elementary students will take the following courses, unit studies and/or units per year:

- Language Arts
- Mathematics
- Science
- Social Studies
- Technology
- Health and Safety
- Physical Education
- Introduction to Foreign Languages
- Music
- Art
- Exploration in Entrepreneurship

All secondary students begin their educational program by developing their own personal Mission Statement. Students and parents meet periodically with their academic advisor and regularly monitor and evaluate the student's Mission Statement from the time the student enters to exiting LCCS. The student's individual Course of Study is based on the student's personal mission, his or her goals and objectives, and takes into account his or her unique strengths and distinctive skill sets.

Students engage in required book reading and creative writing to increase knowledge and skills as appropriate per grade level. Students read and write routinely, using a school wide reading program and writing rubric. LCCS recommends that parents and community members regularly read to their elementary children. Routinely, writing assignments are given across disciplines.

Each year, students are offered the opportunity to participate in field trips, festivals, camps, and onsite activities during which time instructors assign PA State Academic standards as a

learning tool for observation, analyzing, and applying knowledge. For the student who is unable to participate in these activities a similar assignment will be given via electronic means or by sending the assignment by postal service.

Grades 9-12 will fulfill the following credit requirements for graduation:

4 credits English
4 credits Math
4 credits Science
4 credits Social Studies
4 credits Electives
2 credits Technology
2 credits Health, Safety and PE
.05 credit Senior Project

For each full year enrolled in Liberty Cyber Charter School, 9-12th grade students will read 10 books; including five "best picks" from classical literature.

For each full year enrolled in Liberty Cyber Charter School, 9-12th grade students will write one 10-page term paper and two five-page essays.

For each full year enrolled in Liberty Cyber Charter School, 9-12th grade students will fulfill 20 hours of community service.

In combination with regular coursework, guidance and approval from the student's academic advisor and other instructional staff and by incorporating state academic standards one credit per year may also be earned by successfully completing any of the following projects:

- 20 page thesis on a pre-approved subject area (one credit)
- Apprenticeship (one credit)
- Work Study (one credit)
- Independent Study (one credit = 120 hours)
- Field Trips, Festivals, Camps (credits adjusted to the number of hours in session)
- Community Service (one credit each 120 hours)
- Senior Project (.05 credit)
- Senior Service Project (.05 credit)
- Reading Program (one credit)
- Student creates a course aligned to Pennsylvania Academic Standards (1/2 or one credit)

For a complete list of courses and Scope and Sequence see *Appendix F Liberty Cyber Charter School Curriculum Courses/Scope and Sequence*

Instruction in the following disciplines are included in the course of study at LCCS:

(1) Reading, Writing, Speaking, Listening

The goals of Reading, Writing, Speaking and Listening are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the work place, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies. Students become competent readers of a variety of print materials and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary types, exemplify universal themes, and relate to all subjects. Students in high school become familiar with exemplary authors and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors. Organization of the Academic Standards for Reading, Writing, Speaking and Listening for kindergarten through twelfth grades are organized in the following areas:

Learning to read independently
Reading Critically in all content areas
Reading, Analyzing and Interpreting Literature
Types of Writing
Quality of Writing
Speaking and Listening
Characteristics and Functions of the English Language
Research

Elementary Grades

Language Arts Courses in the Elementary Grades meet Academic Standards and Assessment Anchors in reading literature, composition, grammar, spelling, research, speech and listening.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. Daily reading, writing, and oral language experiences are essential for all students. The combination of teachers reading aloud and of students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.

Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, persuasive, expository, and technical skills.

Research standards are also developed across grade levels. In kindergarten through eighth grade, research skills are incorporated in the reading and writing strands. Through these standards, students learn to acquire information from a variety of sources to use in planning and delivering presentations and reports.

Through the use of Microsoft Word and/or like computer operating systems, student writing is enhanced. Data access, retrieval, and processing support instruction in reading, writing, and research. In composition, word processing programs allow students to check spelling, grammar, and style to revise drafts. Information technology is an integral part of student research and helps students produce effective written and oral presentations.

Language Arts Connections to the Web

The following websites are recommended:

I. Reading is Fundamental: Helps children and young people realize their potential by motivating them to read. It promotes the fun of reading, the importance of book choice and the benefits to families of having books at home.

II. Abcteach: A good site for kids, parents and teachers. There are many free components to this website available for our students. Material is primarily for grades K-6, although they are extending the middle school and high school components. The sections on Reading Comprehension include fictional and informational reading practices that can be useful for teaching test-taking skills. One of the links brings you to a list of books for each of the 50 states — a great resource for Read Across America activities. There are also free printable graphic organizers, word wall activities, project and writing ideas, book genre labels and more. Teachers and parents can join an on-line forum community for specific topics and grade levels related to literacy.

III. Scholastic News for Kids: Students will enjoy reading current events in the classroom with their Top News Stories. Teachers can click for critical thinking questions and get a printable version of the Top Story, with permission to copy and distribute. A parent section, Family Matters, offers parents tips for using this innovative kids' news site at home to introduce their children to the events, people, and ideas that shape our world.

IV. Reading A-Z: Some free printable books. The site provides phonics resources such as leveled decodable books, read-aloud books, lesson plans, worksheets, and flash cards. The books are leveled according to the leveling systems of Fountas and Pinnell and Reading Recovery Lesson plans are available to accompany the books.

Read *Write* Think*: A partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Marco Polo Education Foundation. It offers a collection of online Student Materials to support literacy learning as well as a calendar of events with classroom activities and online literature and literacy resources. A wonderful feature of this resource is that you can look ahead to future events.

Secondary Language Arts

In the middle-school and high-school grades, students focus on the analysis of what they read and the application of what they learn. Daily oral and reading experiences are essential for all students. Students appreciation for literature is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word.

7th Grade Language Arts

This course will develop concepts aligned to the Pennsylvania Reading Assessment Anchors and eligible content for seventh grade.

Grammar
- Capitalization rules
- Punctuation rules
- Kinds of sentences
- Eight parts of speech and their uses
- Sentence structure

Composition
- The writing process
- Outlining
- The library
- Summaries
- Book reports
- Research paper
- Writing style
- Letter writing

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons

Literature
- Reading for enjoyment stories and poems by such authors as Frost, Dickinson, Kipling, Bunyan, Alcott, Luther, Dickens, Defoe

Research, Speaking and Listening
- Student will complete a research project using resources such as internet resources, original documents, and live interviews and will present an oral presentation via online classroom and/or other school approved audiences

8th Grade Language Arts

This course will develop concepts aligned to the Pennsylvania Reading Assessment Anchors and eligible content for eighth grade.

Grammar
- Capitalization rules
- Punctuation rules
- Kinds of sentences
- Eight parts of speech and their uses

- Sentence structure

Composition
- Manuscript form
- The writing process
- The library
- Outlining
- Summaries
- Book reports
- Paragraphs
- Descriptions
- Writing style

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons

Literature
- Reading for enjoyment stories and poems by such authors as Stuart, Whittier, Longfellow, Frost, Browning, Hawthorne, Sandburg

Research, Speaking and Listening
- Student will complete a research project using resources such as internet resources, original documents, and live interviews and will present an oral presentation via online classroom and/or other school approved audiences

Ninth - Twelfth Grades

All courses will develop concepts aligned to the Pennsylvania Reading Assessment Anchors and eligible content for appropriate grade levels.

Literature, Grammar and Composition I

Grammar
- Capitalization rules
- Punctuation rules
- Kinds of sentences
- Eight parts of speech and their uses
- Sentence structure
- Composition
- Manuscript form
- Writing process
- The library
- Outlining
- Précis
- Book reports
- Paragraphs
- Exposition

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- Writing letters
- Character sketch and type sketch
- Improving writing style

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons

Literature
- Classics on the following themes: truth and wisdom, courage, humility, justice, self-control, beauty, joy and peace, faith and hope, love, and time and eternity.
- Reading for enjoyment stories and poems by such authors as Whittier, Bryant, Tennyson, Hale, Keats, Milton, Rossetti

Research, Speaking and Listening
- Student will complete one 10-page term paper and two five-page essays using resources such as internet resources, original documents, and live interviews and will present an oral presentation via online classroom and/or other school approved audiences (term papers can be interdisciplinary and meet multiple benchmarks across subjects)

Literature, Grammar and Composition II

Grammar
- Capitalization and punctuation rules,
- Kinds of sentences,
- Eight parts of speech and their uses,
- Sentence structure,
- Dictionary skills, usage and diction

Composition
- Paragraphs, exposition, the library and research
- Paper, outlining, improving writing style,
- Book reviews, précis, character sketch and
- Type sketch

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons
- World Literature Classics by such authors as Dickens, Browning, Millay,
- Holmes, Poe, Doyle, Yeats, Tolstoy, Herbert
- Introduction to art appreciation

Introduction to literary terms and forms
- Short story; Narrative poetry; plot; imagery and Figurative language; theme; rhyme and rhythm; Emotion; fixed form, continuous form, and free verse poetry; Paradox; setting; point of view; tone

Major works in historical order
- Authors such as Homer, Aesop, Virgil, Foxe, Huss, Luther, Milton, Bunyan, Newton, Machen
- Complete novel: Silas Marner
- Complete play: Julius Caesar

Research, Speaking and Listening
- Student will complete one 10-page term paper and two five-page essays using resources such as internet resources, original documents, and live interviews and will present an oral presentation via online classroom and/or other school approved audiences (term papers can be interdisciplinary and meet multiple benchmarks across subjects)

American Literature

- Highlights of American literature
- Short story
- The first books, poets, historians, personal narrators

- Introduction to American art

- Writers and works of the nineteenth and twentieth centuries
- Authors such as Melville, Longfellow, Whittier, Dickinson, Sandburg, Frost, Bryant

- Selections from Moby Dick, Ben-Hur, Song of Hiawatha, Courtship of Miles Standish
- Complete novel: The Scarlet Letter

Grammar
- Review of grammar, the sentence, and mechanics
- Dictionary skills
- Diction and usage
- Library skills
- Composition
- Writing process, paragraphs, book reviews, outline, character sketch and analysis, essays,
- Paraphrases, précis, research paper, exposition, classification, extended definition, letter and resumé

Vocabulary, Spelling
- Vocabulary lessons
- Weekly spelling lessons

Research, Speaking and Listening
- Student will complete one 10-page term paper and two five-page essays using resources such as internet resources, original documents, and live interviews and will present an oral presentation via online classroom and/or other school approved audiences (term papers can be interdisciplinary and meet multiple benchmarks across subjects)

English Literature

Grammar
- Review of grammar, the sentence, and mechanics
- Dictionary skills
- Diction and usage

- Research skills

Composition
- Paragraph, theme, outline, narrative, poetry, extended definition, essay, description, character sketch, vocation project, book reviews, and extemporaneous writing
- Vocabulary
- Vocabulary lessons

English Literature
- Writers and works from the following periods: Anglo-Saxon, Medieval, Elizabethan, and Puritan
- Selections from Beowulf, Canterbury Tales, and Paradise Lost

- Writers and works from the Eighteenth Century, Romantic Period, Victorian Age, and Twentieth Century
- Authors such as Wordsworth, Scott, Coleridge, Burns, Tennyson Robinson Crusoe
- Complete play: Macbeth
- Complete novel: To be determined

Research, Speaking and Listening
- Student will complete one 10-page term paper and two five-page essays using resources such as internet resources, original documents, and live interviews and will present an oral presentation via online classroom and/or other school approved audiences (term papers can be interdisciplinary and meet multiple benchmarks across subjects)

(2) Mathematics

The goal of Liberty Cyber Charter School mathematics program is to empower all students with mathematical thinking that will benefit them in the 21st Century. The vocabulary, philosophy, language, writing for mathematics, problem solving, and the use of performance assessments all engage students in active participation in their own learning. The appropriate use of technology is integral to learning 21st Century mathematics and is required. The use of manipulatives helps to motivate all students by involving them in the learning process.

K-8 Mathematics

The K-8 math program has been developed to help students make sense of mathematics in meaningful ways. Number sense is a driving force of the program, which includes estimation and mental math. Students who develop strong number sense will become more proficient with computation and more efficient and powerful problem solvers. Manipulatives and models are important to help students make sense of mathematics. Working with numbers is connected to physical representations to enhance their understanding of key concepts and skills. Reasoning and critical thinking are integral to the program and are used to deepen students' understanding. Problem-solving strategies are practiced at all grade levels.

The curriculum offers topics in number, data analysis, and geometry. The number of units varies by grade level. In each unit, students explore the central topics in depth through a series of investigations, encountering and using many important mathematical ideas. Students actively engage in mathematical thinking to solve larger mathematical problems. Students represent their

thinking and use mathematical tools and appropriate technology as a natural part of their work. They work in a variety of groupings: as a whole class, individually, in pairs, and in small groups. The curriculum also includes classroom routines, ten-minute math activities, family math, and games that support mathematical thinking.

Secondary Mathematics

Students taking middle school Math 6 or Math 7 will use a scientific calculator (TI Explorer recommended). All students taking courses from Pre-algebra through Pre-Calculus will need to use a TI-84 (or TI-83) calculator. The TI-89 may be used in the calculus classes in addition to the TI-84.

Math (6A)   This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for sixth grade. Content includes number sense, patterns, algebraic thinking, decimal operations, data and statistics, fractions, integers, equations, inequalities, functions, ratio and proportion, percents, measurement, area, volume, and probability. The use of calculators and other technologies are integral to the course.

Math (6B) This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for sixth grade. Content includes decimals, patterns, variables, number theory, fractions, ratios, proportions, percents, data and graphs, geometry, measurement, integers, probability, equations and inequalities. The use of calculators and other technologies are integral to the course.

Strategic Math (6)   This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for sixth grade. Content includes expressing numbers in equivalent forms, comparing numbers, modeling percents, factors, multiples, problem solving using operations, rates, estimation strategies, time, measurement conversions, length, perimeter, area, volume, properties of angles, properties of polygons, lines and segments, ordered pairs, patterns, number sentences, graphing, data displays, mean, median, mode, range, and probability. The uses of technology, including calculators and computers, as well as collaborative activities are integrated throughout the course.

Pre-algebra (6, 7)   This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for sixth or seventh grade. Content includes variables, expressions, integers, equations, multi-step equations, inequalities, factors, fractions, exponents, rational numbers and equations, ratio, proportion, probability, percents, linear functions, real numbers, right triangles, measurement, area, volume, data analysis and probability, polynomials and non-linear functions, angle relationships and transformations. The use of a graphing calculator is integral to the course.

Algebra 1 Academic (7, 8)   This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for seventh or eighth grade. Content includes connections to algebra, properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational equations and functions, radicals and connections

to geometry. The use of a graphing calculator is integral to the course.

Math 7 This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for seventh grade. Content includes number sense, patterns, algebraic thinking, decimal operations, data and statistics, fractions, integers, equations, inequalities, functions, ratio and proportion, percents, measurement, area, volume, and probability. The use of calculators and other technologies are integral to the course.

Strategic Math (7) This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for seventh grade. Content includes expressing numbers in equivalent forms, comparing numbers, order of operations, modeling percents, factors, multiples, ratios, proportion, problem solving using operations, rates, estimation strategies, measurement conversions, adding and subtracting measurements, length, perimeter, area, volume, properties of angles, properties of two and three dimensional shapes, congruence and similarity, ordered pairs on a coordinate plane, patterns, number sentences, expressions, equations and inequalities, graphing and tables, interpret data displays, describe data in box and whisker plots, compare mean, median, and mode, range, draw conclusions based on data displays, and experimental and theoretical probability. The uses of technology, including calculators and computers, as well as collaborative activities are integrated throughout the course.

Geometry Seminar This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for eighth grade. Content includes basics of geometry, reasoning and proof, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and trigonometry, circles, area, surface area and volume. The uses of technology, including calculators and computers, as well as collaborative activities are integrated throughout the course.

Pre-algebra This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for sixth, seventh or eighth grade. Content includes algebraic expressions and integers, equations and inequalities, decimals, factors, fractions, exponents, ratio, proportion and percent, linear functions and graphing, spatial thinking, area and volume, right triangles, data analysis, nonlinear functions and polynomials. The use of a graphing calculator is integral to the course.

Strategic Math (8) This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content for eighth grade. Content includes number sense and algebraic thinking, fractions, operations with fractions and mixed numbers, decimals, ratio and proportion, percents, integers, geometric figures and their properties, area and the Pythagorean Theorem, probability and statistics, volume and surface area and linear functions. The uses of technology, including calculators and computers, as well as collaborative activities are integrated throughout the course.

Algebra I This course will develop algebraic concepts aligned to the Pennsylvania Math Anchors and eligible content. Content includes patterns, linear functions, proportional reasoning, modeling situations, linear equations, statistical analysis, quadratics, and laws of powers. The uses of technology, including graphing calculators and computers, as well as collaborative activities are integrated throughout the course.

Geometry This course will develop geometric concepts aligned to the Pennsylvania Math

Anchors and eligible content. Content includes area, perimeter, angles, triangles, parallel and perpendicular lines, transformations, similarity, quadrilaterals, three-dimensional geometry, and circles. The uses of technology, including graphing calculators and computers, as well as collaborative activities are integrated throughout the course.

Algebra II   This course will continue the development of algebraic concepts aligned to the Pennsylvania Math Anchors and eligible content. Content includes linear, exponential, logarithmic and quadratic functions, radicals and complex numbers, polynomial functions, continuous and discontinuous functions, inverse functions, periodic functions, and conic sections. The uses of technology, including graphing calculators and computers, as well as collaborative activities are integrated throughout the course

Pre-Calculus   This course will develop concepts aligned to the Pennsylvania Math Anchors and eligible content and it will prepare students for the study of calculus. Content includes functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic functions, topics in trigonometry, linear systems and matrices, analytic geometry, discrete mathematics, and in introduction to calculus. The uses of technology, including graphing calculators and computers, as well as collaborative activities are integrated throughout the course

Calculus   This course is designed as an introduction to college level calculus. Topics include a review of coordinate graphing, trigonometry, functions, limits, continuity, derivatives, integration and applications of differentiation and integration. This course is not intended to prepare students for the Advanced Placement (AP) exam. The uses of technology, including graphing calculators and computers, as well as collaborative activities are integrated throughout the course

Statistics Academic   This course is designed to introduce students to the concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include exploring and understanding data, exploring relationships between variables, gathering data, and randomness and probability. This course will not prepare students to take the AP Statistics Examination. The uses of technology, including graphing calculators and computers, as well as collaborative activities are integrated throughout the course.

Foundations of Mathematics   This course is designed for seniors to introduce mathematical concepts that are typically covered in a first year liberal arts college-level math course. The course is also aligned to the Pennsylvania Standards, Anchors and Eligible Content. Topics will vary and may include a study of numbers and number theory, logic, sets, probability, modeling, geometry, chaos, and mathematical thinking as well as a review and extension of algebra, geometry, data analysis, probability, measurement and numbers and operations. Problem solving and reasoning skills are processes that will be integral to all topics covered. The uses of technology, including graphing calculators and computers, as well as collaborative activities are integrated throughout the course.

SAT Mathematics Review   This course reviews algebra and geometry using problems similar to those included on the Scholastic Aptitude Test published by the College Entrance Examination Board. The uses of technology, including graphing calculators and computers, as well as collaborative activities may be integrated throughout the course.

(3) Science and technology. Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies. Unifying Themes, Inquiry and Design are woven into the overall science curriculum.

Elementary Science Examples of Lesson Objectives aligned to PA Academic Standards:

<table>
<tr><td colspan="5">Earth and Space Science

Earth Systems, Structure and Properties</td></tr>
<tr><td></td><td>Kindergarten</td><td>Grade 1</td><td>Grade 2</td><td>Grade 3</td></tr>
<tr><td>Properties of the Earth</td><td>3.5.4. A Identify various characteristics of Earth's surface</td><td>3.5.4.A Identify the features of major landforms</td><td>3.5.4.A Conduct investigations to distinguish among the following components of soil:
• *clay*
• *sand*
• *silt*
• *humus*

3.5.4.A Recognize and discuss the different properties of soil:
• color
• texture
• ability to retain water
• ability to support plant growth

3.5.4.B Conduct investigations to determine which soil best supports bean plant growth</td><td>3.5.4.A Distinguish among Earth's materials:
• rocks
• minerals
• *fossils*
• soils

3.5.4.B Classify rocks by their properties, including but not limited to
• size
• shape
• color
• texture
• patterns

3.5.4.B Identify the three categories of rocks:
• *metamorphic*
• *igneous*
• *sedimentary*</td></tr>
</table>

Physical Science 9-12

Physical science begins the study of higher-level physics and chemistry and continues educating the student in the nature of science. A student who masters these Academic Standards should transition smoothly into other science courses. Students are expected to use suitable mathematics and collect and analyze data. Instruction and assessment include both appropriate technology and the safe use of laboratory equipment. Students are engaged in hands-on life experiences.

Biology

Biology should investigate the chemistry and role of cells in life processes, genetics, theory of evolution and the diversity of life. Students should learn about the world through the study of behavioral relationships, ecology, and the global impact of ecological issues. Biology should continue to educate the student in the nature of science. Students should be expected to spend time viewing and classifying life forms. Field studies should be an integral part of the course as well as the process of collecting and analyzing data. Instruction and assessment should include both appropriate technology and the safe use of laboratory equipment. Students are engaged in hands-on life experiences.

Chemistry

Chemistry explores the composition of matter through its properties, its atomic structure, and the manner in which it bonds and reacts with other substances. Students should be expected to use suitable mathematics and collect and analyze data. Instruction and assessment includes both appropriate technology and the safe use of laboratory equipment.

Physics

Physics ground students in the five traditional areas of Physics (Newtonian mechanics, thermodynamics, optics, electricity and magnetism, and quantum mechanics) as well as the nature of science. It provides the knowledge base needed for many college programs. Students are expected to use higher-level mathematics and collect and analyze data. Instruction and assessment includes both appropriate technology and the safe use of laboratory equipment. Students are engaged in hands-on life experiences.

Environmental Science

Environmental science examines the physical and biological dynamics of Earth. Students should analyze the impact of human activities on the environment. Field studies, as well as the process of collecting and analyzing data, are an integral part of the course. Instruction and assessment include both appropriate technology and the safe use of laboratory equipment. Students are engaged in hands-on life experiences.

Ecology

Students will become familiar with central topics, concepts, and methods in ecology. Laboratory component emphasizes collection and statistical analysis of ecological data. The course introduces students to the identification and observation of organisms and habitats through non-mandatory field trips

Students completing the course should:

• exhibit comprehension of concepts and factual knowledge throughout ecology, as presented in online discussions, handouts, and text readings
• demonstrate mastery of quantitative foundations of ecology, including analytical and graphical representations of models
• show ability to summarize and evaluate primary research literature in ecology
• display familiarity with field guides for identification of organisms, and techniques for recording field observations
• exhibit understanding of basic procedures for collecting and analyzing data

Anatomy and Physiology

Anatomy and Physiology develops an understanding of the organization of the human body through studies of body systems, tissues, and the cell and its chemistry. Students spend time dissecting and viewing body systems as well as collecting and analyzing data. Instruction and assessment should include both appropriate technology and the safe use of laboratory equipment. Students are engaged in hands-on laboratory experiences.

(4) Technology

LCCS will draw instruction from the National Education Technology Standards for Students (NETS) standards. The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts

• Students demonstrate a sound understanding of the nature and operation of technology systems.
• Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Technology Courses, Course Units or Interdisciplinary Studies include the following:

Elementary:

Keyboarding
Microsoft Office (or like product)
Learning Computers

High School:

Keyboard Skills
Microsoft Office (or like product)
Computer Literacy
Advanced Computer Technology
Web-based Programming
Computer Hardware

(5) Social studies.

What is the Social Studies? Social studies is "...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." (From the National Council for the Social Studies)

Social studies programs have the major purpose of educating students in the knowledge and skills necessary for participatory citizenship in a democratic society. The active citizenry skills may receive greater emphasis in a civics lesson on the Bill of Rights, for example, than in a World Geography lesson; which compares and contrasts population growth in developed and developing nations, but, nonetheless, the promotion of civic competence is a major theme binding all of the disciplines within the social studies. The social studies curriculum often varies in its structure across grade clusters. In primary school classrooms, integrated units of study may be constructed around a theme such as "Living and Working Together in Families and Communities, Now and Long Ago," incorporating knowledge and skills from many academic disciplines. At the middle and high school levels, social studies is often subject-based such as a United States history course.
Following is a brief description of major concepts and skills developed in the social studies disciplines.

History

History "...is a broadly integrative field, recounting and analyzing human aspirations and strivings in various spheres of human activity: social, political, scientific/technological, economic, and cultural.

Studying history--inquiring into families, communities, states, nations, and various peoples of the world–-at once engages students in the lives, aspirations, accomplishments, and failures of real people, in all these aspects of their lives. Real historical understanding requires students to think through cause-and-effect relationships, to reach sound historical interpretations, and to conduct historical inquiries and research leading to the knowledge on which informed decisions

in contemporary life can be based. These thinking skills are the processes of active learning. Properly taught, history develops capacities for analysis and judgment. It reveals the ambiguity of choice, and it promotes wariness about quick, facile solutions which have so often brought human suffering in their wake. History fosters understanding of paradox and a readiness to distinguish between that which is beyond and that which is within human control, between the inevitable and the contingent. It trains students to detect bias, to weigh evidence, and to evaluate arguments, thus preparing them to make sensible, independent judgments, to sniff out spurious appeals to history by partisan pleaders, to distinguish between anecdote and analysis." (From the National Center for
History in the Schools)

Geography

The discipline of geography is "...integrative...[bringing] together the physical and human dimensions of the world in the study of people, places, and environments. Its subject matter is Earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. Geography is not a collection of arcane information. Rather, it is the study of spatial aspects of human existence. People everywhere need to know about the nature of their world and their place in it. Geography has much more to do with asking questions and solving problems than it does with rote memorization of isolated facts. The world facing students [in the future] will be more crowded, the physical environment more threatened, and the global economy more competitive and interconnected. Understanding that world, that environment, and that economy will require high levels of competency in geography, because geography means a sensitivity to location, to scale, to patterns, to resources and conflicts, to maps and geo-graphics." (From the National Geography Standards)

The computer age has dramatically expanded and facilitated the study and application of geographic skills. Geographic information systems (GIS) are computer-based geographic databases; which contain information about the distribution of physical and human characteristics of places or areas. Maps, charts, and reports can be produced from the databases to analyze the relationships. GIS is used extensively in industry, government, and education. GIS collects data about places on Earth, stores it, and manipulates the information to answer questions, solve problems, and make predictions.

Civics and Government

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. Their effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by development of certain dispositions or traits of character that enhance the individual's capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society. Formal instruction in civics and government should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs. Formal

instruction provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation. The formal curriculum should be augmented by related learning experiences, in both school and Pennsylvania's local communities; that enable students to learn how to participate in their own governance. Citizens need to understand that American society is perpetually 'unfinished' and that each generation must address ways to narrow disparity between ideals and reality." (From the National Standards for Civics and Government)

Economics

Economics is a discipline with a K-12 focus on "the study of basic economic concepts which enable students to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. Facts about the American economy including its size and the current rates of unemployment, inflation, and interest are explored in economics courses. Differing views on economic issues are investigated. Skills, as well as content, play an important part in economic reasoning. The key skills students must develop in economics include an ability to

(a) identify economic problems, alternatives, benefits and costs;
(b) analyze the incentive at work in an economic situation;
(c) examine the consequences of changes in economic conditions and public policies;
(d) collect and organize economic evidence; and
(e) compare benefits with costs. (From the National Council on Economic Education)

Other Social Studies Disciplines

Anthropology, sociology, and psychology often appear in the high school curriculum as social studies elective subjects.
The National Commission on Social Studies in the Schools defines anthropology as the study of "specific groups of people throughout time and space. Curious about how much human behavior is socially learned and how much is shaped by biological nature, anthropologists investigate the physical and social advances of human nature.

Sociology is the study of human groups, their formation and functioning. The specific concerns of sociological research include such disparate phenomena as child abuse, the development of Third World Countries and the emerging patterns of industrial relations in American business. Sociology is broad enough to include the micro-level behavior of individual families as well as the macro-level behavior of entire population age cohorts. What links these concerns together under one umbrella is the search for empirical and theoretical generalizations about human behavior as well as the desire to improve social conditions within the local community, the nation and the world....As a science and profession concerned with the study of human behavior, psychology bridges the natural and social sciences. The content of psychology can contribute to the goals of a K-12 social studies education in a number ways: in the development of self knowledge; in the understanding of the behavior of others both individually and within the sociocultural context; in the acquisition of study skills; and in the understanding of and preparation for the variety of roles played by individuals (e.g., family, parenthood, gender, ethnic, class and career). In addition to presenting the content of the discipline, psychology attempts to encourage a mode of critical thinking through the reliance on objective methods of

inquiry."

(6) Arts and humanities. Study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

Note:
The study of the content standards of Theatre Music, Art and Dance, i.e., production, performance and exhibitions, historical and cultural contexts, critical and aesthetic response are cross-disciplinary content areas and at some levels and/or grades will be integrated with Language Arts, Social Studies and Science

Kindergarten

Creative Expression-Creating Art
Shape and organization of shapes
Line and Shape become pattern
Color and its Uses
Building an Artwork- Balance and Composition
Cutting and assembling
Tempera painting
Drawing
Printmaking
Watercolor painting
Cray-pas drawing

Criticism and Aesthetics- Looking at Art
Introduction to analysis of subject matter, mood, details and voice

Cultural Heritage- Living with Art
Recognize visual qualities in nature and constructions of people
Identify purposes of museums in society

Grade 1

Creative Expression-Creating Art
Shape and Lines Interact
Balance and Composition- where do the shapes go in space?
Rhythms and Patterns in the World Around Us
Coastal Studies Integration
Art and Imagination
Color Interactions
Cut paper
Watercolor painting
Cray-pas drawing

Collage assembly
Tempera painting
Clay work

Criticism and Aesthetics- Looking at Art
French Impressionism Monet, Degas, VanGogh, Renoir, Cassatt
Examine art as an enriching and thoughtful process
Compare and contrast visual elements in artwork
Make judgments on a variety of styles and types of art

Cultural Heritage- Living with Art
Begin to compare and contrast qualities of natural and man-made art
Define role of inspiration and observation in the development of adult art

Grade 2

Creative Expression-Creating Art
Simple Perspective- Size Relationships and Overlapping
Artists' Journals
Elements of Art- How Does it Feel? Texture
Integration- Coastal Studies
Integration- Japan

Criticism and Aesthetics- Looking at Art
Discuss the nature and value of artwork
Interpret and judge specific pieces of art
Japanese art

Cultural Heritage- Living with Art
Study of art and artists- Japanese art
Importance of visual symbols, package ad product design
Discuss the importance of art in public places
Differentiate and describe subtle visual qualities in natural and created environments

Grade 3

Creative Expression-Creating Art
Pencil drawing
Marker drawing
Charcoal drawing
Cray-pas drawing
Ink drawing
Tempera painting
Watercolor painting
Printmaking
Paper-mache

Puppetry
Clay work
Cut paper work

Criticism and Aesthetics- Looking at Art
Interpret and judge artworks, expand vocabulary for critiquing
Pennsylvania artwork, Native American arts

Cultural Heritage- Living with Art
Study of art and artists- Natives of Pennsylvania
Examine historical, cultural and social contexts of artworks, including Pennsylvania art, African art, Oriental art, European art and American art

Grade 4

Creative Expression-Creating Art

Watercolor painting, tempera and acrylic painting
Collage and assemblage
Papier-mâché
Clay
Printmaking
Drawing with pencil, charcoal, marker, cray-pas and ink
Printmaking
Sculpture
- Wood sculpture
- Clay sculpture
- Found objects sculpture
- Plastercloth sculpture

Criticism and Aesthetics- Looking at Art
Demonstrate an understanding of various styles and types of art
Examine art of famous artists such as Matisse, Picasso, Calder, VanGogh
Demonstrates an understanding of skills needed and vocabulary associated with clay:
- Pinch
- Slab
- Coil
- Clay sculpture
Demonstrate an understanding of skills needed and vocabulary associated with printmaking:
- Mono printing,
- Relief printing
- Foam board printing

Cultural Heritage- Living with Art
Examine a variety of artwork, including sculpture, prints and collage to identify historical, social and cultural connections, including:
- Influence of American immigrants

- Influence of American westward expansion

Grade 5

Creative Expression-Creating Art
Cray pas
Pottery
Papier-mache
Symmetry design
Weaving
Collage

Criticism and Aesthetics- Looking at Art
Analyze and compare multiple artworks
Define narrative painting
Expand art vocabulary:
- Motif to pattern
- Dynamic action
- Line
- Pattern symmetry
- Form and function
- Positive and negative space

Cultural Heritage- Living with Art
Examine historical, cultural and social contexts of artworks from primitive to contemporary
- Compare 19th century to 21st century artworks
- Examine subject matter and technique of Impressionists and compare to present
- Explore ancient Anasazi culture as expressed through pottery
- Study figure sculpture through history, including animal sculpture from Middle Ages, Native Americans, Africa, Asia, and Egypt
- Compare ancient weaving examples to contemporary fiber art

Grade 6

Creative Expression-Creating Art
Clay- hollow form
Cartooning
Abstract painting
Stained glass facsimile
Lettering
Printmaking- Collograph

Criticism and Aesthetics- Looking at Art
Analyze Middle Ages to determine how religious beliefs influence art
Examine expressive quality of written word

Expand art vocabulary:
- Illumination manuscript
- Calligraphy
- Font
- Composition
- Value study

Cultural Heritage- Living with Art

Examine cartooning as political and social commentary
Examine abstract art from abstraction to non-objective
Study Gothic art forms including architecture, stained glass, and illuminated manuscripts
Compare the portrayal of mythical beasts in literature and art from ancient to contemporary

Grades 7 and 8

Creative Expression-Creating Art
Self-portraits
Surrealist Collage making
Abstract Paining
Sculpture- nylon and wire
Contour figure drawing
Fabric design
Slab pottery
Historical house painting
Illustration of lyrics

Criticism and Aesthetics- Looking at Art

Analyze concepts and expand vocabulary to include:
- Unity
- Balance
- Organic and geometric forms
- Color Theory
- One and two point linear perspective
- Symbolism and metaphor in art
- Art objects and functional art

Cultural Heritage- Living with Art
Examine historical, cultural and social contexts of artworks including:
- Surrealist movement/ World War II
- African American culture and art
- Studies of various artists such as Chuck Close, Henri Moore, Keith Harring
Study history and culture of York through collaboration with Historical Society and house painting project
Create an exhibition; participate in a gallery visit and "Art Opening" event
Analyze contemporary music and media for use of symbolism
Examine collection of various vessels from historical and cultural perspectives

Secondary Grades 9-12

Creative Expression-Creating Art
Apply concepts of color theory to creation of artwork reflective of Cubism, Impressionism or Realism
Apply concepts of color theory to create artwork
Create thumbnail sketches to develop ideas for a final product
Apply one or two point perspective in a drawing or painting
Create artwork in response to a musical genre (jazz, rock, classical, etc.)
Create a final portfolio of artwork
Interpret a subject in several different designs, applying elements of art and principles of design

Criticism and Aesthetics- Looking at Art
Create an historical timeline representing visual art evolution
Identify one and two point perspective in artwork and link to historical periods
Identify and analyze elements of art including
- Line
- Shape
- Color
- Texture
- Value
- Space
- Form

Cultural Heritage- Living with Art
Examine career options in the visual arts
Participate in museum visits
Incorporate the use of art to solve a problem or enhance meaning in cross-disciplinary settings
Participate in exhibits in local galleries
Create portfolio of artwork for exhibition

Music and Dance

I. Kindergarten

Movement
Rhythm
Song
Elements of Music
Integrated Music Experiences:
 ❖ Life Cycle of Butterfly
 ❖ Early Americans
 ❖ Mexico
 ❖ Dairy Farm

❖ Water Cycle

Grade 1

Movement
Rhythm
Song
Elements of Music
Integrated Music Experiences:
    ❖ Word Cultures- Winter Celebrations
    ❖ Costal Studies
    ❖ Fairy Tale Ball- dancing

Grade 2

Movement
Rhythm
Song
Elements of Music
Introduction of written music and use of music textbook
Integrated Music Experiences:
    ❖ Introduction to Instrument Families
    ❖ Civil Rights to Slavery Music

Grade 3

Movement
Rhythm
Song
Elements of Music
Integrated Music Experiences:
    ❖ Instrument Families (Sound)
    ❖ Pennsylvania History and Heritage
    ❖ American Musical Heritage

Grade 4

Movement
Rhythm
Song
Elements of Music
Reading, writing, performing music recorded on a staff
Musical Notation including whole note, half note, time signatures, etc.
Recorder
Integrated Music Experiences:
    ❖ Ellis Island and Immigration
    ❖ International music and role of music in individual's lives
Culminating Performance

Grade 5

Music Theory (Creating)

- ❖ Note Names in the Treble Clef
- ❖ Time Signatures
- ❖ Major Scales
- ❖ Syncopation
- ❖ Recognize expressive elements of music: Dynamics, Tempos, Accents
- ❖ Form: Theme and Variations, Rondo, Verse/ Chorus

History (responding)

- ❖ Baroque Music
- ❖ Classical Music
- ❖ Romantic Music
- ❖ African American Music
- ❖ Practice in auditory instrument recognition

Performance (Performing)

- ❖ Singing and playing music form various cultures and genres/
- ❖ Solfege
- ❖ Improvisation on a melodic and rhythmic instrument

Grade 6

Music Theory (Creating)

- ❖ Note Names in the Bass Clef
- ❖ Ledger Lines
- ❖ Simple and Compound Rhythms
- ❖ Circle of 5ths
- ❖ Polyrhythms
- ❖ Recognize expressive elements of music: Dynamics, Tempos, Accents
- ❖ Form: 12 bar blues, Sonata, Ternary, AABA

History (responding)

- ❖ Renaissance Music
- ❖ 20th Century Music
- ❖ Popular Music
- ❖ African American Music
- ❖ Practice in auditory instrument recognition

Performance (Performing)

❖ Singing and playing music form various cultures and genres
❖ Solfege
❖ Improvisation on a melodic and rhythmic instrument

Secondary 9-12

Foundations of Music

Theory (creating)
❖ Introduce sound, harmony, rhythm, form
❖ All pitches and notation
❖ Intervals
❖ Major/minor scales
❖ Major/minor augmented/diminished triads
History (responding)
❖ Medieval Music
❖ Renaissance Music
❖ Baroque Music
❖ Classical Music

Foundations of Music- Quarter II

Theory (creating)
❖ Circle of Fifths and key signatures
❖ Roman Numerals
❖ Triad Inversions
History (responding)
❖ Romantic Music
❖ 20th Century Music
❖ Popular Music
❖ Proper elements of musical critique

Chorus/Band/Orchestra (Observation)

Theory (creating)
❖ Circle of Fifths and key signatures
❖ Roman Numerals
❖ Triad Inversions
Observing Performances (performing)
❖ Visual connection to conductor
❖ Visual understanding, interpretation and performance of musical notation
❖ Aural perception with pitch
❖ Aural perception with tone
❖ Aural perception with blend
❖ Vocal/instrumental application of range

❖ Vocal instrumental application of articulation
❖ Vocal/instrumental application of appropriate musical style

History (responding)
❖ Romantic Music
❖ 20th Century Music
❖ Popular Music
❖ Proper elements of musical critique

(7) Career education and work

(7) Career education and work. Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

Entrepreneurship

Students will learn the art of entrepreneurship through community understanding, learning business start-up and management skills, including recruiting, marketing, branding, bootstrapping and raising capital.

Business Concepts and Career Exploration

Course contains project/activities that may be used for graduation project.
An introductory course covering topics such as: basic economics, stock market investing, career exploration, business management and organizational skills. Many of the class projects will be applicable for the Senior Project.

Business Communications

Course contains project/activities that may be used for graduation project.
This project-oriented course fulfills one English credit requirement for graduation. It is aimed at students who are interested in entering the business world upon graduation or students who are planning on going on to further their education in a business-related curriculum. Units include "Getting a Job," "Business Letter Writing," "Grammar," "Punctuation," "Communication"-- including telephone use, mock interviews, and oral presentations. A reference notebook must be kept. Other units include: International communication, working in committees, business report writing, and advertising.

Business Law

Students will study true situations that show how business and personal law impacts business as well as the lives of young people and adults. Students will study their rights and duties as citizens. Principles of business law pertaining to torts, contracts, bailments, property sales, sources of law, and the judicial system are studied.

Business Math

Business Math is recommended for all students, especially those interested in a business career. Units covered: payroll, banking services, loans and credit cards, insurance and investments, spending wisely and budgeting, business costs, business profit and loss, sales and marketing, business data analysis, taxes, and international business. This course will provide students with personal and job skills for entry-level jobs.

Business Math is an elective credit--not a math credit.

Business and You (Personal Finance and Survival Skills)

Course contains project/activities that may be used for senior project.
Students learn personal financial management skills by picking a career and becoming employed by our mock company "Liberty Enterprises". Students receive paychecks once a month and pay bills with their checking accounts. Students will have the opportunity to develop personal financial concepts using a hands-on simulation software package. In addition, students use the computer lab on a daily basis to create various documents, reports, and projects while exploring the business world.

Class topics include: Picking a career, participating in a real interview, managing checking and savings accounts, budgeting, apartment hunting, buying a car, insurance coverage, handling credit cards, current consumer problems, and planning and paying for weddings--all items the students will have to deal with upon graduation. The students learn to plan for and buy these items using their "earned money."

(8) Health, safety and physical education. Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

Health and Safety

Health is designed to provide the student with practical and useful information for both the present and the future. The emphasis is on information, which will lead the student to good health behavior. Topics covered throughout the year are: mental health; human growth and development; AIDS; life threatening emergencies; alcohol, smoking and drug abuse; wellness; nutrition; diseases.

Physical Education

Physical fitness, personal fitness assessment, personal goal setting, calculation of one's own Target Training Zone (TTZ), game strategy/skill development, application of game rules, team play, and practice/participation in activities both new and familiar to the student are emphasized.
Lifetime Physical Activities

The development of a "Fitness/Physical Activity Plan" is a requirement

Physical fitness, personal fitness assessment, personal goal setting, calculation of one's own Target Training Zone (TTZ), application of game strategy and rules, demonstration of leadership and self- discipline, and practice/participation in individual and team activities both new and familiar to the student are emphasized.

Fitness and Weight Training

Fitness and weight training is a combination of weight training and cardiovascular fitness activities. Students will take part in activities that will enhance muscular strength and endurance, flexibility, body composition, and cardiovascular fitness while at he same time focus on physical fitness, personal fitness assessment, personal goal setting, and calculation of one's own Target Training Zone (TTZ). The benefits of exercise and its affect on the systems of the body will be introduced. The primary goals of this course are to improve the health related components of fitness while enabling the student to make intelligent decisions regarding fitness and weight training program design and their applications.

Personal Fitness

This advanced class expands upon the information and techniques learned in fitness and weight training. Students will have the opportunity to develop and implement personal weight training, conditioning, nutrition, and flexibility programs using the parameters of proper program design while at the same time focusing on physical fitness, personal fitness assessment, personal goal setting, and calculation of one's own Target Training Zone (TTZ). This class will be especially beneficial to students who have an interest in improving and/or maintaining their personal fitness level or wish to pursue careers in personal training, physical or occupational therapy, sports medicine, health and physical education or certification in coaching.

(9) Family and consumer science. Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

Adult and Family Living

Adult/Family Living is a course designed to explore some of the practical realities of adult living as a single or married person. Students will examine issues of adulthood from a personal perspective. The course emphasizes developing relationships, marriage, parenting, and independent living skills through the use of decision making, problem solving, and resource management. Outside speakers, discussions, and current media resources are used to keep topics current and relevant.

Child Development

Child Development I focus on the physical, mental, social, and emotional growth of children from conception through birth, infancy, toddler hood, and the preschool age. Class involvement

includes observations, demonstrations, and field trips. Students study how to promote the well being, health, and safety of children of all ages.

Creative Crafts

The Creative Crafts course is designed as an overall introduction to a wide variety of craft and needlework techniques. Projects will be small so that more skills can be introduced. Student creativity will be encouraged as a means of expression. Craft projects will follow current trends such as: basket weaving, stenciling, silk and dried flower arrangements, scherenschnitte, bow making, paper twist projects, tin punch, counted cross-stitch, padded picture frames, etc.

Foods

This comprehensive foods class emphasizes food preparation, food management, nutrition and consumer skills. Students will develop skills in food selection, planning, safe and efficient food preparation, and healthy food choices. Some of the areas of study include: breads, cheeses, fruits, cakes, frosting, salads, pies and pastries, cookies, meats and poultry, holiday foods and meal development

Foods: Advanced

Students are encouraged to go beyond the basics of cooking to explore specialty foods, foreign foods, and creative cookery. This second level course broadens student understanding of the impact food has on their lives through awareness of food traditions in the United States as well as other countries. Career opportunities will also be explored.

Interior Decorating

This class explores the basics of architecture design, furniture selection and room arrangements. Students will analyze their future housing needs and develop plans to reach them. Students work on floor plans, design boards and decorating projects and career opportunities are explored.

(10) World languages. Ability to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

French I

Students learn to understand, speak, read and write basic French by "doing". At this beginning level, students deal with topics such as home, school, family and sports. Students practice all aspects of the language using interviews, projects, oral and written conversations, studying French expressions and gestures, and seeing films about France. Students begin a study of the French-speaking world. Classroom communication in French within the competency range of the student is required.

French II

French II continues all the goals of the beginning level, with some classroom instruction in French. Students continue to study all the aspects of the language with more emphasis on grammar. Topics studies include: weekend activities, meals and food shopping, free time and entertainment, sports and health, clothes and accessories, travel and vacation, and getting around by car. Students will be introduced to reading for information and reading for pleasure in the French language. Reading selections deal with topics such as food, weekend activities, music and film.

French III

The advanced student is expected to use the skills acquired in first levels of the language to continue the exploration of the way in which people of the French-speaking world live. Students will continue in-depth grammar and vocabulary. Culture is studied in the target language. Much of classroom instruction is in French.

French IV

Students at this advanced level are expected to use French in all classroom communications. Readings are coordinated with grammatical studies, as the student continues his exploration of the French-speaking world. Discussions in French are based upon student reaction and opinions of the material read. In-depth grammar and vocabulary are emphasized and French history and geography play an important role in the course. Writing in French is emphasized. Practically all classroom instruction is in French.

Spanish I

Students begin to understand, speak, read and write Spanish. Language study at this level deals with everyday life, home, school, family, sports, pastimes, school, shopping, etc. Knowledge of the language is enhanced by using relevant current media sources (cassettes, video tapes, newspaper and magazine articles, etc.). There is a basic introduction to the history and geography of Spanish speaking countries. Participation in individual and group presentations is required. Classroom communication in Spanish within the competency range of the student is required.

Spanish II

Language study at this level deals with entertainment, foods, travel, shopping, correspondence, etc. In addition to further study of verbs in the present tense, students expand their knowledge to include the future, past, and imperfect tenses. Knowledge of the language continues to be enhanced by using relevant current media sources. Participation in individual and group presentations is required. Classroom communication within the competency range of the student is required in Spanish.

Spanish III
Students have the opportunity to increase their understanding of the language and culture. Grammar moves from simple to more complex tenses. Topics of study include vacations, family, shopping, celebrations, holidays, health and fitness, and an in-depth study of several Spanish-speaking countries. Current, relevant media is used to supplement the text. Participation in

individual and group presentations is required. Classroom communication in Spanish is required.

Spanish IV

Students continue to improve their listening, speaking, reading and writing skills in preparation for collegiate study of the Spanish language. All basic and most advanced grammar will be covered in this course. Some literature selections and authentic materials will be used to enhance communication skills and cultural understanding. All communication is in Spanish.

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.

Liberty Cyber Charter School (LCCS) founders are committed to the school's mission and to educating students at all ability levels. LCCS goal is to focus on the student's ability and accommodate for their learning needs. LCCS is committed to educating students with disabilities and providing them with the opportunities for success and development of strong character and citizenship. LCCS will provide numerous programs at several levels for identified students.

LCCS will comply with Section 504 of the Rehabilitation Act, Title II of Americans with Disability Act, the Individuals with Disabilities Education Act, and chapter 711 of the Pennsylvania State Board of Education Regulations. All services mandated by the students' IEP will be provided under the supervision of the Director of Special Education of LCCS. The needs of every student who comes to LCCS having been identified as a special education student or protected handicapped student will be carefully monitored to ensure that the student's program at LCCS meets the requirements of all state and federal regulations.

Services for Protected Handicapped Students

Students who are not eligible to receive special education services may qualify as protected handicapped students and therefore are protected under federal statutes and regulations. LCCS School will provide an equal opportunity and reasonable accommodations to its students that qualify under section 504 of the Rehabilitation Act and Title II of Americans with Disability Act. In compliance with federal laws, LCCS will provide to each protected handicapped student, without discrimination or cost to the student of family, those related aids, services or accommodations needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

LCCS will have in place multiple child find/screening processes to ensure that all at-risk students' are located, interventions utilized, and identified if appropriate. During the enrollment process LCCS prospective students will be requested to complete a questionnaire to determine their learning styles and needs. Through this process, as well as other established screening services, at risk students will be located. Teachers and staff at LCCS will be professionally trained to support and identify struggling students. A referral program, as well as an instructional support program, will be in place for the staff to refer and intervene with struggling or at risk students. These programs will supply interventions and support. In an effort to fulfill further child find responsibilities, LCCS will cooperate with its local intermediate unit to post the required public notices of the special education Annual Public Notice as well as FERPA requirements. These notices as well as a description of the special education program at LCCS will be posted on the front page of the Web portal.

Special education students along with regular education students will be assessed upon enrollment with standard based assessments in the areas of math, reading, and language arts. This assessment will also generate suggested learning objectives that will be aligned with state standards and anchors. These learning objectives will be available for all teachers to use with the assigned student. This data, in conjunction with information provided in the students' Evaluation Reports, may be used to develop IEP goals and objectives. These goals may be used in an established IEP progress monitoring program for the student. Any information may be used by the IEP team to determine appropriate curriculum, accommodations and modifications.

LCCS will ensure that children with disabilities are educated to the maximum extent possible in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. As previously stated, they will be instructed within the general education curriculum, given appropriate modifications and accommodations as stated in their IEP. If the IEP team determines that appropriate modifications and accommodations cannot be provided, and the student's needs cannot be met within the general education curriculum, alternative curriculum and additional support will be provided. LCCS will inform the parents that they can request an IEP meeting to review the IEP and the child's progress at any time during the course of the school year.

LCCS will also employ resources such as the Office of Vocational Rehabilitation through a written cooperative agreement. The Office of Vocational Rehabilitation will be invited to participate in the students IEP meeting and contact information will be provided at on the IEP for the families to continue contact with OVR. As part of the transition plan of the IEP, a summary of performance will be written upon graduation of the identified students. This summary is to help guide the identified students with their post school outcomes. LCCS may include Vocational Rehabilitation Counselors to assist in the transition of the post school outcomes of the student.

Screening

LCCS will establish and implement procedures to locate, identify and evaluate children suspected of being eligible for special education. These procedures involve screening activities which include but are not limited to: review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at kindergarten, first, second and third grades); vision screening (every grade level); motor screening; and speech and language screening. Except as indicated above or otherwise announced publicly, screening activities take place in an on-going fashion throughout the school year. LCCS will comply with all established and mandated screening activities.

LCCS Special education services and programs will be provided according to the primary educational needs of the child, not the category of disability.

Programs and services available to students at LCCS with disabilities include:
1. regular class placement with supplementary aides and services provided as needed in that environment
2. regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom
3. regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom
4. part time special education class placement in a regular public school or alternative setting
5. special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.
6. learning support, for students who primarily need assistance with the acquisition of academic skills
7. life skills support, for students who primarily need assistance with development of skills for independent living
8. emotional support, for students who primarily need assistance with social or emotional development
9. deaf or hearing impaired support, for students who primarily need assistance with deafness
10. blind or visually impaired support, for students who primarily need assistance with blindness
11. physical support, for students who primarily require physical assistance in the learning environment
12. autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders
13. multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities

Depending on the nature and severity of the disability, LCCS may provide special education programs and services in areas such as:
1. the public school the child would attend if not disabled
2. an alternative regular public school either in or outside the school district of residence
3. a special education center operated by a public school entity
4. an approved private school or other private facility licensed to serve children with disabilities

5. a residential school
6. approved out-of-state program
7. the home.

LCCS will provide appropriate programs, SDI's, and resources for the identified student to be a successful in his educational process.
Several examples;
1. researched-based reading programs for both reading comprehension and phonetic skills will be available
2. text to speech and speech to text programs may be supplied
3. modified assignments depending on disability, extended time
4. online tutoring
5. transition assessments
6. emotional support counseling

Special/related services required by a student's IEP that are not provided by the school will be provided by Therapy Source, Inc., or like service. Any service not available through Therapy Source, Inc., the students local Intermediate Unit will contracted with to provide any necessary services. Depending on the service required, a fee-for-service program at local hospitals or other health care facilities may be initiated.

Some of these services may be listed below, LCCS is not limited by the following list.

Mobility training
Adaptive therapy
Evaluations
Psychological and counseling services
Assistive technology devices
Speech and language services
Occupational therapy/physical therapy
Interpreters for deaf or hard of hearing
Nursing services
Audiologist services
Counseling and family training.

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or "IDEA 2004," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services:

(1) mental retardation;
(2) hearing impairments, including deafness;
(3) speech or language impairments;
(4) visual impairments, including blindness;
(5) serious emotional disturbance;
(6) orthopedic impairments, or physical disabilities;
(7) autism,
(8) traumatic brain injury, or neurological impairment;
(9) other health impairment; and

(10) specific learning disabilities.

Children with more than one of the above disabilities could qualify for special education and related services as having multiple disabilities.

Educational Records

Students records and recording will be done in compliance with IDEA and FERPA.

LCCS protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA and its implementing regulations. "Education records" means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means LCCS. For all students, the educational agency maintains education records which include but are not limited to:
Personally identifiable information – confidential information that includes but is not limited to the students name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
Directory information – information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.
They are:
Parents have the right to inspect and review a child's education record. LCCS will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records.

Parents have the right to request copies of the records. While LCCS cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record.

Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. LCCS will decide whether to amend the record and will notify the parents in writing of its decision. If LCCS refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

LCCS inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so
that the information is no longer personally identifiable. The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. "Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, the home school district or the intermediate unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

The provision of education and related services to students with disabilities, including evaluation and the development and revision of individualized education programs.

LCCS will contract with Leader Services, or like service, to provide a program to create and store Individual Education Plans, Evaluation Reports, permission to evaluate and reevaluate, meeting invitations, parent contact log as well as other special education information. Leader Services will also be used to collect and report Penn Data information.

LCCS will contract with Global Premier teleconferencing company, and or like services, to facilitate meetings telephonically.

Enrollment

During the enrollment process if any family indicates their child requires special education services, LCCS will ensure no delay in enrollment. LCCS will provide information to the family about LCCS. LCCS will provide the family information on the IEP process, timelines, and parent/student rights. LCCS will ensure no discrimination will occur during and after this process. Established enrollment procedures and timelines will be executed throughout the enrollment process and at no time will the enrollment of a special education student be delayed for any reason.

Upon enrollment at LCCS, all students records, including special education records, will be collected from previous school district. A student enrolling at LCCS that has an existing IEP will be provided and updated/revised IEP appropriate for a cyber school setting. This IEP process will be completed within 10 days of enrollment at LCCS. Liberty Cyber Charter School will comply with all established enrollment procedures and timelines pertaining to special education students to ensure that no special education student will be discriminated against during this process.

Evaluation

When screening indicates a student may be eligible for special education services, or parent requests an evaluation for services, LCCS will seek parental consent to conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation will be made in writing to the CEO of the Charter School, or a request form will be provided to the parents upon a verbal request. This request will be reviewed by LCCS special education department in consultation with the student's current teachers. If LCCS denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation. Once permission is received, LCCS contacts providers to schedule evaluation. LCCS will abide by all state and federal regulation and timelines throughout this process.

The Multi-Disciplinary evaluation will determination whether a child has a disability and the nature and extent of the special education and related services needed by the child. Before LCCS proceeds with the evaluation, it will notify the parents in writing of the specific types of testing and assessment it proposes to conduct, the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to LCCS. Once parental consent for evaluation is obtained, LCCS will follow timelines and procedures specified by law.

When a student is identified for the first time by LCCS through the Multi-Disciplinary Evaluation (MDE) process, the LCCS special education department will schedule a Multi-Disciplinary Team (MDT) meeting to discuss the findings of the evaluation with the team including the parent. If the team, including the parent, agrees that the child has one of the

impairments listed in the IDEA and needs specially designed instruction, an IEP meeting will be held to develop an IEP for the student.

As stated above, the evaluation is conducted by a Multi-Disciplinary Team (MDT) which includes a teacher, other qualified professionals who work with the child, and the parents. The MDE process will be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process results in a written evaluation report called an Evaluation Report (ER). This report makes recommendations to the team about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.
Once the child has been identified as being eligible for special education, the child must be reevaluated to determine whether the child's needs have changed. A reevaluation will be conducted every three years unless expressly waived by the parties. Students who have been determined to have mental retardation will be reevaluated every two years. The reevaluation process begins with a review of existing evaluation data by the IEP team. All IEP team members must participate in the reevaluation process. The information the IEP team must review includes, but is not limited to, existing evaluation data, evaluations and information provided by the parents, current classroom-based assessments and observations, observations by teachers and services providers, and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP and to participate as appropriate in the general curriculum.

At the end of the review, the IEP team concludes either that no additional data are needed to determine continued eligibility for special education and related services, or that there is a need for additional data. When additional data are needed to complete a reevaluation, LCCS school officials will seek written permission (formal *Permission to Reevaluate* format) for reevaluations. If the school has made "reasonable attempts" to get permission and has failed to get a response, it may proceed with the reevaluation.
Reasonable attempts must consist of:
Documented Telephone calls
Registered (return receipt required) and First Class Mail letters to the parents
Visits to the home and/or parents' place of business

IEP Process and Educational Placement

LCCS in conjunction with the parents, will determine the type and intensity of special education and related services the student needs based exclusively on the unique program of special education and related services that LCCS develops for that student. At the IEP meeting, the team will discuss the appropriateness of the evaluation and if more of assessments are necessary. The students program will be described in writing in an IEP. During this IEP meeting, information will be obtained from student and parent, evaluations and/or assessments, input from teachers, and discussions about transition. The parents of the student will have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP will be revised as often as circumstances warranted, but reviewed at least annually.

Extended school year will be discussed during the IEP team meeting. If the IEP team determines that an identified student qualifies for extended school year, appropriate support and curriculum will be provided to ensure implementation of the IEP

Once the IEP is reviewed by the family and all are in agreement, a Notice of Recommended Educational Placement (NOREP) will be issued. Once an agreed upon and signed NOREP is received by LCCS, a finalized IEP will be provided to the family. Procedural Safeguards Notice and letter will be provided to parents when required and upon request. LCCS will abide by all state and federal regulations and timelines throughout the evaluation and IEP process.

All IEP meetings will be held via teleconference, unless the parent or student requests a face-to-face meeting.

The law requires that the program and placement of the student, as described in the IEP to be reasonably calculated to ensure meaningful educational progress to the student at all times. The IEP contains, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a statement of the special education and related services that the student needs to make meaningful educational progress. For students aged sixteen and older, the IEP must also include an appropriate transition plan to assist in the attainment of post-secondary objectives. LCCS will invite the child to the IEP team meeting at which the transition plan is developed.

As stated above, it is mandated that all special education students that are or will turn 16 years of age within the duration of the identified students IEP have a transition plan as part of the IEP. To complete this transition plan, the team will discusses the student's interests, strengths and abilities, and possible or definite post school outcomes with them during the IEP meeting. With this information the team will select curriculum, supplemental courses, or other supports that will facilitate the students post school outcomes.

Discipline

Students at LCCS with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program (IEP), behavior support plan, Chapter 711 and federal law and Board policy. Protections available under Chapter 12 of the Pennsylvania Code, otherwise applicable to regular education students, will apply to special education students as well.

LCCS shall comply with all applicable laws pertaining to the discipline of students with disabilities. School personnel will consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates LCCS code of student conduct.

LCCS shall comply with provisions of the Individuals With Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and federal and state regulations when disciplining students with disabilities for violations of school policy or school rules and regulations. No student with a disability will be expelled if the student's particular misconduct is determined to be a manifestation of his or her disability.

Procedures

LCCS special education department will employ a special education director, and also a special education assistant who will oversee all scheduling documentation of the meetings, invitations, permissions, procedural safeguards, evaluations and re-evaluations, maintain all special education records, among other administrative duties. The special education assistant will monitor and track timelines to ensure compliance and adherence to all timelines. LCCS will employ a certified special education teacher for about every 25 special education students. All special education teachers working in the school will be certified by the State of Pennsylvania in the area of special education. All special education teachers and services will be monitored by the special education director. The special education director will be responsible for staff development in the area of special education. The director and the CEO will supervise and maintain student records. Parents will be informed on a regular basis with regard to their children's progress relative to the goals set forth in the IEP.

LCCS special education staff will track and document daily attendance, assignment completion, and grades. All special education students at LCCS will be monitored closely for academic progress, attendance, and emotional issues. The special education staff will have ongoing contact with their students by telephone, e-mail, or instant messaging, and they attend every IEP team meeting of the student on their roster. The special education students and their families have access to the special education staff on an ongoing basis. The parent and family involvement will be strongly encouraged. We believe that this process is paramount for the student success.

As mentioned above, LCCS special education teachers and staff will make ongoing contact with their students to discuss any issues and provide support to both student and parent. Every two weeks, special education teachers will develop/obtain progress reports from every regular education class the identified student is enrolled. The progress reports will include academic, IEP goals tracking, or other necessary information. This information will be used to determine if a team meeting needs to take place, and if notification to the family is necessary because of lack of academic progress or truancy.

LCCS special education teachers will help the students develop schedules, set up individual tutoring sessions, revisit the ER and IEP to include additional accommodations and modifications. They will make sure the appropriate supplemental programs are in place, collaborate with the teacher for additional ideas and suggestions, reduce or modify assignments and tests according to their ER/IEP. They will also address any addtional needs as identified in the students evaluation report. Collaboration betwwen special education teachers and regular education teachers will be ongoing. Special education teachers at LCCS provide specially designed instruction to the identified students and collaborate with the regular education staff to provide and ensure FAPE. All teachers will have access to the appropriate sections of each student's IEP. Those responsible for the student's education will understand their role with regard to that IEP's specifications. Special education and regular education teachers will meet at the end of each quarter to review all students.

At any time during the school year in which a special education student is not progressing academically, the student or parent requests a meeting, the student is not making progress towards meeting their IEP goals, or have unexcused absences, the IEP team will meet with the

family and student to discuss the situation. If appropriate, the evaluation report and or individualized education plan will be reopened and modified or more assessments will be requested depending on the need of the student and necessary steps to ensure progress.

LCCS special education students will be provided an opportunity to take appropriate courses in their field of interest, which supports their transition plan and their IEP. The students will be required to take a career assessment to help guide them in their interests, strengths, and abilities to determine their post school outcome, this information is also used to help develop their IEP transition plan. They will be required to participate in a virtual job shadowing program, and also participate in the schools programs that support transition from school to postsecondary education or employment. The above mentioned Vocational Rehabilitation Counselor will assist with this process. This class will also provide information about public and private colleges, technical schools and community colleges, along with other college resources.

LCCS will also provides other resources to help identified and struggling students. All students take a reading class which focuses on reading and study skills and PSSA prep skills which helps prepare them for college or post secondary education, all students will be assessed upon enrollment and will be placed on their instructional level in both math and language arts/reading subject areas. LCCS will contract with alternative curriculum providers to ensure variety of courses to address the needs of their special education students.

The special education and regular education staff will receive training. Training will be provided by PATTAN and intermediate units.
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In summary Liberty Cyber Charter School will:

Comply with and ensure the fulfillment of the Individuals with Disabilities Education Act (IDEA). This includes compliance with the federal IDEA statute and its amendments ; the federal IDEA regulations (34 CFR part 300) and their amendments; Pennsylvania statutes (including 24 P.S. § 13-1371 and their amendments; and applicable regulations of the Pennsylvania State Board of Education (22 Pa. Code chapter 711) and their amendments.

 LCCS will comply with and ensure the following:

  Provide specially designed instruction, related services, assistive technology, transition services, and supplementary aids and services (collectively: "special education services") to students with disabilities who need such services. Either through school staff or above listed or like same service agencys.

  Maintain a system for informing families of the availability of special education services at LCCS. This system, to be developed by Administration, will include public awareness activities sufficient to inform parents of children applying to or enrolled in LCCS of the available special education services and sufficient to inform them of how to request those services.

  Respond to parental requests for special education evaluation.

Initiate a request for permission to evaluate a student when a student is suspected of being a child with a disability.

Adopt the definition of a child with a disability in the federal regulations, including the individual categories of impairments.

Conduct evaluations of students so as to assess whether the student is a child with a disability and, if so, so as to provide the basis for an appropriate individualized education program (IEP).

Provide the procedural safeguards required in federal regulation, including the safeguards that are aimed at fairness in the evaluation process.

Conduct reevaluations of students for the same purposes are described above for initial evaluations, and to do so at least once every three years or, in the case of a child identified as having mental retardation, every two years.

Develop and maintain staff competencies needed to provide special education students with an appropriate education.

Develop and implement IEPs consistent with federal requirements and individual needs as documented through evaluation reports and reevaluation reports.

Develop IEPs through IEP teams that are constituted consistent with applicable requirements.

Ensure that, when a child with a disability and an IEP transfers to LCCS from another public agency, private agency, private school, or approved private, the child receives special education services in conformity with the IEP either by LCCS adoption of the IEP or by the development of a new IEP under the auspices of LCCS.

Provide prior notice to parents of actions that LCCS is taking or refuses to take, consistent with federal regulations.

Not conduct an initial evaluation without parental consent or the approval of a hearing officer.

Not be the first local education agency to provide a child with special education services without parental consent.

Treat the student's home, equipped with computer connections to LCCS and to groupings of students that LCCS elects to create, as the regular education environment for each student.

Provide each student with an appropriate education in the least restrictive environment in which their needs (as recorded in their IEP) can be met.

Act in accordance with the policies of the Pennsylvania Department of Education relating to *Cordero* class members and students who are at risk for becoming *Cordero* class members

and who therefore could benefit from LCCS participation in intensive interagency planning and interventions.

Apply the LCCS discipline policies and procedures to students with disabilities in a manner consistent with federal and state regulations, including regulations relating to changes in placement and manifestation determination.

Use the services of the Office of Dispute Resolution (ODR), including ODR's mediation and due process coordination services.

Apply the confidentiality provisions of the federal special education regulations as well as the provisions of the Family Educational Rights and Privacy Act (FERPA).

Use any federal IDEA funds received by LCCS in a manner consistent with the federal regulations governing the use of those funds.

Ensure that persons who provide special education services have appropriate certification.

Submit an annual report that satisfies the content requirements of 22 Pa. Code § 711.6.

Not have admissions criteria that include measures of achievement or aptitude, and not have admissions policies or practices that discriminate on the basis of intellectual ability or that discriminate on the basis of a child's disability or the child's need for special education services.

Comply with requirements of the State Board of Education relating to the transfer of education records (22 Pa. Code § 711.8).

Pay for a placement when the LCCS IEP team places a child in another public agency, private school, or private agency and the child's parents choose to keep their child enrolled in LCCS.

Provide extended school year services when needed by a student, as indicated through factors identified by the State Board of Education.

Provide for the education of a child with a disability who has been expelled from LCCS to the extent required by 22 Pa. Code § 12.6, until LCCS is notified in writing that the child is enrolled in another public school, private school, approved private school, or private agency.

It will be the policy of LCCS to comply with and ensure the fulfillment of Section 504 of the Rehabilitation Act of 1973 (Section 504) when LCCS receives federal financial assistance. This includes compliance with the federal statute and its amendments; the federal Section 504 regulations issued by federal agencies that provide federal financial assistance to LCCS (including 34 CFR part 104) and their amendments.

It is therefore the policy of LCCS to, among other things:

Use the definitions in 34 CFR § 104.3.

Not exclude, deny benefits to, or otherwise discriminate against any qualified handicapped person.

Designate the Chief Executive Officer as the person responsible for coordinating activities under this Section 504 policy, subject to the re-delegation of those responsibilities by the Chief Executive Officer.

Designate the Chief Executive Officer as the person responsible for developing grievance procedures for resolving complaints under Section 504, and use the services of the Office for Dispute Resolution when informal resolution is not achieved and a family wants a hearing.

Comply with the Section 504 regulations of the United States Department of Education that are applicable to elementary and secondary education.

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

Teaching methods used to deliver instruction:

1. Advanced Organizers

Advanced organizers assist our students to transfer or apply what they know to what they Through Advanced Organizers instructors clarify the "big ideas the students will be exploring, identify what students already know, and develop links between the two."

In order to teach effectively, instructors must know what students already know about the subject being taught. Some examples of advanced organizers our instructors use include:

* KWL (Know, Want to Know, Learn) charts
* Four quadrants
* Sort and predict
* Venn diagrams
* Brainstorm and categorize
* Going for the big ideas
* Concept mapping

2. Brainstorming

Our instructors teach our students that most problems are not solved automatically by the first idea that comes to mind. To get to the best solution it is important to consider many possible solutions. Brainstorming is the act of defining a problem or idea and coming up anything related to the topic - no matter how remote a suggestion may sound. All of these ideas are recorded and evaluated only after the brainstorming is completed.

3. Demonstrations

Instructors will integrate demonstrations as a teaching method that provides our students with a rich opportunity to explore and view new learning tasks from a different perspective. Instructors may draw upon the experience of a community member by asking he or she to demonstrate his or her craft and thus may stimulate a student to pursue this as a hobby or a profession. Watching an instructor demonstrate a new skill spurs a student to work more independently.

4. Dialogue Journals

Dialogue journals and other forms of journal writing are used in our course of study. LCCS instructors use journals as an effective method of communicating with their students, whether by keeping a dialogue journal with a continuous written conversation, or by asking the students to keep journals related to their learning in a particular subject.

In dialogue journals, students can write about topics that are important to them. They can tell stories, ask questions, or just converse with the instructor or writing partner. Other forms of journal writing include literary journals and subject journals.

5. Inquiry-Based Learning

Students become less prone to ask questions as they move through the grade levels. In traditional schools, students learn not to ask too many questions, instead to listen and repeat the expected answers. Some of the discouragement of our natural inquiry process may come from a lack of understanding about the deeper nature of inquiry-based learning. There is even a tendency to view it as "fluff" learning. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied.

Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available -- what's needed is an understanding of how to get and make sense of the mass of data.

Educators must understand that schools need to go beyond data and information accumulation and move toward the generation of useful and applicable knowledge . . . a process supported by inquiry learning. In the past, our country's success depended on our supply of natural resources. Today, it depends upon a workforce that "works smarter."

Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues. For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.

6. Multimedia Classroom Discussions:

LCCS Instructors plan online discussions through our multimedia classroom carefully to be sure that goals are met and students interact effectively.

Good discussions start with advance planning. LCCS Students know the ground rules for participation and respect each other's contributions. LCCS Instructors guide students from comprehension and review questions to complex and critical thinking. They keep records of the discussion so that all participants can return to the topics. And, accomplished teachers allow for "wait time" so that students have time to formulate their answers.

7. Hands-On Learning

Hands-on learning provides learning by doing--helping a student to acquire knowledge and skills outside of books and lectures. Learning can occur through work, play and other life experiences.

Experienced instructors include plenty of hands-on learning experiences, especially in science and math, to ensure student understanding of new and unfamiliar concepts. Hands-on learning is also used to drive assessment so that instructors can measure both factual knowledge and comprehension.

8. Learning Communities

LCCS students also have the opportunity to connect to students in schools around the world through our technology, giving them the opportunity to form partnerships and study groups with students in other cultures and with resources otherwise unavailable to them. Engaging them in these cross-cultural experiences will give them additional perspectives on global issues.

9. Learning Styles

LCCS Instructors know that students learn in different ways and use different modalities to take in information and demonstrate knowledge. In order to meet these needs, experienced instructors know their students well and use a variety of strategies and methods to insure that each student under his or her care is free to learn in the style that best meets his/her needs.

10. Multimedia Instruction

LCCS provides multiple technology devices such as online classrooms, Instant Messaging within our secure platform, SchoolMail, through the school's website to enhance online instruction. Lesson formats, live group sessions in the online multimedia library as well as live individual sessions with instructors, counselors, homework help staff and others are means for real time instructions through a multimedia format.

11. Peer Tutoring

Peer tutoring is the process by which a pupil, with guidance from an instructor, helps one or more students at the same grade level learn a skill or concept. Many benefits for both partners have been shown in peer tutoring: learning of academic skills, development of appropriate social skills, and enhancement of peer relations. Peer tutoring helps our students who have equal but different expertise or students who have more skills or ability and who teach others who are less skilled.

12. Project-Based Learning

Project-based learning activities create opportunities for students to work on problems in the real world. Accomplished teachers make the projects relevant to the world outside the classroom, and help the students to see and understand the connections between classroom activities and the world of work. These projects can also build students' abilities to set personal goals and standards of excellence. The interdisciplinary nature of these projects encourages students to widen and explore their personal interests while gaining the knowledge they need in core subjects.

13. Questioning Techniques

Effective questioning techniques are a part of the art of instruction. Thoughtful questions can help students draw on their experience for more thought and reflection. Students can make discoveries and be challenged to think more critically.

LCCS Instructors use many different forms of questions and provide a structure that brings out the best in students. They give students time to formulate answers and strive for active learning.

14. Reading

Parents, Instructors, friends, and relatives are all encouraged to read to LCCS students from grades K-12. Reading creates a lively curiosity in us all, heightens the imagination and increases a student's knowledge of the world. LCCS encourages all family members to participate in school-wide reading programs.

15. Simulations and Games

LCCS students who participate in our festivals, camps, picnics and field trips find learning in these environments a place of fun as well as instruction. Student motivation increases with the use of games to reinforce skills and concepts learned.

Accomplished instructors use games to reinforce skills taught to a large group. They also use carefully chosen games to assess mastery of skills or content. Games also have value for teaching and reinforcing social skills, and for deepening discourse about topics.

16. Thematic Approach

The use of a thematic approach organizes subject matter around a unifying theme. In most accomplished instructors' courses, instruction is integrated around a theme, building science, language arts, social studies, and mathematics into a whole. Students are then able to make important connections in their learning and understand more of the "essential questions."

Instructors are encouraged to collaborate on multiple subjects in a thematic approach for short-term projects, or school wide initiatives.

17. Writing

LCCS students are encouraged to write daily in a variety of writing styles and genres to stimulate their creativity, curiosity and ideas. Essay contests and poetry contests are a few examples where LCCS seeks to motivate student to write.

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

Liberty Cyber Charter School will operate on at least 180-day school calendar. (See *Appendix B* for General School Calendar). We will offer four quarters of approximately nine weeks with additional supplementary, non-mandatory summer learning opportunities. The school day is flexible with students having the ability to access their coursework twenty-four hours; seven days a week; including weekends or days school is not in session. Instructors will be in school and instructing students during the school's open office hours Monday-Friday from 8:30-4:30 Eastern Time. Help Desk and Homework Help staff will be on duty and available additional hours evenings and weekends.

Online time in the elementary grades the student will share with the parent. We provide the parent with instructional materials such as instructor guides, textbooks, art and music media, science supplies, writing and reading materials to help the parent become an active facilitator in the education of their child. Elementary students will be expected to spend approximately 50% of their instructional time online. Secondary students will be spending approximately 75% of their instructional time online. Included in the online time will be researching, writing, reading, and real time and recorded instruction in online classrooms. Offline time will include spending time in real life experience in entrepreneurial exercises and career trade.

Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of ALL students that are consistent with the mission of your school.

4. **School Accountability:**

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

Methods of self-assessment is measured annually based on the Pennsylvania Department of Education E-Strategic Planning tool.

The Liberty Cyber Charter School Administrators Annual Retreat will be held for the purpose of reviewing the school's mission, goals and objectives. During the retreat strategic planning and timelines will be put into place to ensure progress throughout the year. Department supervisors will develop job descriptions, duties and performance, policies and procedures, mentoring, and staff development. LCCS will use the current applicable Leading for Learning E-strategic Planning Questions as listed below. LCCS will update and make the appropriate changes as per the Pennsylvania Department of Education annual guidelines.

1. To what extent are the most experienced and most effective teachers assigned to the students and schools that are most 'at risk'? How do you ensure that all schools have equitable access to qualified school staff? (High-leverage Practice 1.1)

2. To what extent has your district clearly articulated an instructional roadmap that is aligned to state standards and assessments and demands rigor and high standards for student achievement? How well does the district define, communicate, and enforce the 'non-negotiable' regarding the core instructional program across all schools? (High leverage Practices 1.2, 1.3, 2.3, 4.3)

3. To what extent does your district have a system to collect, analyze and disseminate data efficiently and expeditiously for use by school leaders/teams in making decisions about resource allocation and continuous improvement of instruction? (High-leverage Practices 1.3, 2.3, 3.2)

4. To what extent does your district use periodic local assessments (e.g., quarterly or by marking period) to monitor student and school progress towards well-defined benchmarks? (High-leverage Practices 1.3, 2.2, 2.3)

5. To what extent do teachers in your district use assessment data including periodic local assessments (e.g., quarterly or by marking period) to monitor student and school progress towards well-defined benchmarks? (High-leverage Practices 1.3, 2.2, 2.3)

6. Does your district regularly inform parents/families, staff, and community of student and school progress using results from formative assessments as well as data from state assessments? (High-leverage Practices 2.2, 2.3, 3.1)

7. To what extent does your district provide 'sacred time' for staff within each school and across schools to meet regularly to plan, observe and assess the fidelity of instructional practice? (High-leverage Practices 2.2, 4.1, 4.3)

8. To what extent do you have trained district personnel to facilitate school-based improvement planning efforts and to support the successful implementation of those improvement plans? (High-leverage Practice 3.3)

9. How timely and effective is the process for identifying and supporting 'struggling' staff, school teams, or schools? How about intervention programs for students 'at risk' or who are falling behind? (High-leverage Practices 1,3, 3.3)

10. To what extent are district-level staff organized to deliver high-quality instructional and non-instructional services and supports to underperforming schools? (High-leverage Practices 3.2, 3.3)

11. How effective are district mechanisms for (i) prompt identification of underperforming students, student subpopulations or schools; (ii) conducting a needs-assessment that addresses the underlying causes of poor student or school performance; (iii) assessing the school's or district's capacity to implement the prescribed improvement plan; and (iv) monitoring progress on a consistent basis? (High-leverage Practices 1.3, 2.1, 3.3)

12. To what extent does the district have a coherent policy for delivering core instructional programs by extending the school day and/or school year? How strong is the connection between the extended-day program and the regular instructional program? (High-leverage Practices 1.1, 3.2)

13. What opportunities exist for staff from different schools and different specialty areas (e.g., special education; LEP; etc.) to collaborate and share experiences on issues of content and pedagogy? (High-leverage Practices 4.1, 4.2, 4.3)

14. How strong are school and district partnerships with colleges & universities, technical assistance organizations, local, regional and national funding sources, and the state department of education? (High leverage Practices 3.1, 3.2)

15. Describe the school and district partnerships and community linkages with colleges & universities, technical assistance organizations, local, regional and national funding sources, and the state department of education? (High leverage Practices 3.1, 3.2). Please describe both CURRENT and POTENTIAL partnerships and community linkages.

16. To what extent does the district have written standards for what constitutes effective teaching practice? To what extent are teacher evaluations based on evidence of practice and student learning? (High-leverage Practices 2.2, 2.3, 4.1, 4.3)

17. To what extent has the district activated networks of 'wrap-around' social, economic, health & wellness, and educational services for students and their families? Specifically, what services are available for newly-arrived children? English language learners? Special education families? (High-leverage Practices 1.3, 3.1)

18. How well does the district engage in regular outreach programs to showcase school, district and community activities? How proactive is the district in positioning itself as an integral part of the larger community? (Highleverage Practice 3.1)

19. How effective and proactive are district communication strategies with parents/families? With community stakeholders and opinion-makers? With taxpayers? What standards has the district set for individual schools in this regard? (High-leverage Practice 3.1)

20. What is the district's strategy for ensuring sustained public trust and commitment to strong schools for all students? What is the district's plan to ensuring the political will (within the district and within the community) 'through thick or thin'? (High-leverage Practice 3.1)

21. To what extent does the district have a long-term strategic plan, including specific goals for ensuring adequate and updated facilities; adequate educational and management technology

infrastructure; ample funding for core educational programs and quality staff? (High-leverage Practices 3.1, 3.2)

22. To what extent are the priorities of central services units and administrators geared towards providing efficient and consistent support to schools? To what extent are performance objectives and accountability for district level units linked to how well they serve schools? (High-leverage Practices 2.2, 2.3)

23. How effective is the district's human resource strategy, particularly as it relates to (i) creating a 'pipeline' of new talent into the district; (ii) providing a system of professional development opportunities for all staff, differentiated by their need and experience; (iii) developing leaders at all levels, but most especially to lead low-performing schools; (iv) providing targeted assistance to staff and administrators to ensure they do not fall behind; (v) ensuring timely and appropriate consequences for chronic under-performers and recognition for high performers? (High-leverage Practices 1.3, 2.1, 2.3, 3.3, 4.2)

24. What other questions or 'local conditions' must you consider to fully understand the root causes of student achievement in your district?

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

   All LCCS employees are instructed in the school's mission and core philosophy and are "on stage" as living examples to their peers, students, families, and local communities. Rapidly changing business and educational landscapes in the 21st Century demands "flat leadership", where living in 21st century culture means a shift in thinking outside the traditional box. To flourish in this age our school staff and instructors are challenged to think outside the scope of the reductive, sequential and computational. To think and act in this new paradigm "involves the ability to be creative, to detect patterns and opportunities, to craft a satisfying narrative, and to come up with inventions the world didn't know it was missing". (The World is Flat, Thomas L. Freidman, page 309). A tectonic shift in thinking moves the educator beyond the pen and paper, question and answer, lecture model to the "flat leadership" model where the educator becomes the facilitator of innovation and collaboration.

   Where the student succeeds the instructor succeeds. The inverse can also be true. Where the student fails, the school has failed.

   All standards for teaching is seen through the lens of the instructor as being a facilitator whose character and posture is one of a servant leader that learns alongside the student, parent and community.

   Standard 1: Fosters parent and school community relationships

   STANDARD STATEMENT I: The effective instructor establishes and maintains strong working relationships with parents and members of the school community to support student learning.

Performance Criteria for Standard I: The extent to which the instructor:

  * Collaborates with parents and school community members to support student learning.

  * Consistently seeks opportunities to build strong partnerships with parents and community members.

  * Participates actively with the parents in activities and programs in school-related organizations and activities.

  * Establishes open and active lines of communication and collaboration with parents.

  * Participates in the planning team to utilize community resources to enhance student learning.

STANDARD STATEMENT II: The effective instructor consistently engages students in appropriate experiences that support their development as self-learners.

Performance Criteria for Standard II: The extent to which the instructor:

  * Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.

  * Nurtures students' giftedness, skills and abilities.

  * Demonstrates concern and interest by taking time to listen and respond to students.

  * Embraces the students' experiences, interests and real-life situations as the priority for instruction and seizes these experiences and interests as "teachable moment" opportunities

  * Uses developmentally appropriate activities to promote student success.

    * Collaborates with the students' parents on instructional decisions which consider students' physical, social, emotional and cognitive development.

Standard 3: Creates and maintains a safe and positive learning environment

STANDARD STATEMENT III: The effective instructor consistently creates a safe and positive learning environment that encourages student behavior in LCCS's Guiding Principles

Performance Criteria for Standard III: The extent to which the instructor:

  * Promotes among student peers curiosity, creativity, wonderment, gentleness and respect for all life.

* Uses effective classroom management techniques that foster self-government, self-discipline and responsibility to others.

* Models a caring, gentle attitude and promotes positive interpersonal relationships.

* Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.

* Provides learning experiences, which actively engage students as individuals and as member of collaborative groups.

* Manages a classroom where students are encouraged to reflect, express interests, make choices, set personal mission statement goals, plan and organize, self-evaluate and produce quality work.

Standard 4: Celebrates Individuality

STANDARD STATEMENT IV. The effective instructor consistently provides opportunities that are inclusive and adapted to the different cultural and learning styles.

Performance Criteria for Standard IV. The extent to which the instructor:

* Develops rapport with all students.

* Fosters an appreciation of individual's unique design

* Helps every student achieve success

* Adapts instruction to students' differences in development, learning styles, strengths and needs

* Seeks additional resources to support student achievement.

Standard 5: Fosters effective communication in the learning environment

STANDARD STATEMENT V: The effective instructor consistently enriches communication in the learning environment.

Performance Criteria for Standard V: The extent to which the instructor:

* Communicates openly with all students and others working in the learning environment.

* Develops communication skills for active inquiry, collaboration and supportive interaction.

* Character from the inside out is gently cultivated.

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* Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.

 * Applies principles of language acquisition and development to the teaching of communication skills.

 * Fosters sensitivity to variations in meaning in verbal and non-verbal communication

 * Engages students in different modes of communication.

 * Uses the school's current technologies to enrich student literacy.

Standard 6: Demonstrates knowledge of content

STANDARD STATEMENT VI. The effective instructor consistently demonstrates competency in content area(s) to develop student knowledge and performance.

Performance Criteria for Standard VI: The extent to which the instructor:

 * Keeps abreast of current developments in content area(s).

 * Teaches mastery of language, complex processes, concepts and principles unique to content area(s).

 * Utilizes the school's current technologies to facilitate learning in the content area(s).

 * Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.

 * Possesses an understanding of technology appropriate to the content area, e.g. hand-held technological devices

Standard 7: Designs and provides meaningful learning experiences

STANDARD STATEMENT VII: The effective instructor consistently plans and implements, meaningful learning experiences for students.

Performance Criteria for Standard VII: The extent to which the instructor:

 * Plans and implements instruction and continually adjusts plans based on learner needs.

 * Provides learning experiences and instructional materials that are developmentally appropriate and applies 21st century "flat leadership" principles of effective instruction and curricular goals.

* Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.

 * Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.

 * Applies concepts that help students relate learning to everyday life.

 * Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.

 * Teaches for mastery of complex processes, concepts and principles contained in Pennsylvania Academic Standards, Benchmarks, and Assessment Anchors.

 * Provides knowledge and experiences that help students make life and career decisions.

 * Organizes material and equipment to create a media-rich environment.

Standard 8: Uses active student learning strategies

STANDARD STATEMENT VIII: The effective instructor consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.

Performance Criteria for Standard VIII: The extent to which the instructor:

 * Each secondary Instructor supports the secondary student as he or she develops his/her personal Mission Statement, vision, goals and objectives.

 * Helps students to question, problem-solve, assess resources, use information to reach meaningful conclusions and develop responsibility for their own learning.

 * Provides challenging learning experiences, challenging students to maximize to the fullest extent their abilities, skills, and talents.

 * Varies instructional roles (e.g., facilitator, instructor, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.

 * Engages students in active, hands-on, creative, open-ended, problem-based learning experiences.

 * Provides opportunities for students to apply and practice what is learned.

 * Uses the school's current technologies as tools for teaching and learning.

Standard 9: Uses assessment strategies

STANDARD STATEMENT IX. The effective instructor consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

Performance Criteria for Standard IX: The extent to which the instructor:

  * Evaluates students' performances and products objectively and fairly.

  * Uses a variety of appropriate assessment strategies to enhance knowledge of learners and appropriately modifies teaching and learning strategies.

  * Involves students in developing assessment standards and criteria.

  * Engages students in self-assessment activities and encourages them to set personal achievement goals.

  * Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.

  * Uses assessment data to monitor and evaluate students' progress toward achieving PSSA proficiency.

  * Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed.

Standard 10: Demonstrates professionalism

STANDARD STATEMENT X: The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.

Performance Criteria for Standard X: The extent to which the teacher:

  * Engages in relevant opportunities to grow professionally, i.e., taking university/college or in-service coursework, actively participating in a professional organization, volunteer organizations

  * Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.

  * Provides and accepts evaluative feedback in a professional manner.

  * Conducts self ethically in professional matters.

  * Models honesty, fairness and respect for individuals and for the laws of society.

  * Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.

* Maintains current knowledge in issues and trends in education.

 * Practices effective listening, conflict resolution and group-facilitation skills as a team member.

 * Works collaboratively with other professionals.

 * Participates actively and responsibly in school activities.

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

1. Maintaining Family Confidence

Liberty Cyber Charter School and our parents are interdependent and therefore reciprocally accountable. LCCS seeks to provide a caring and motivating climate with effective instruction in a program that is responsive to individual needs.

2. Transparency

LCCS regularly provides information to parents on the school's Adequate Yearly Progress via the school's annual report card provided by the Department of Education.

Board meeting minutes and budget information will be easily accessible on our website for those that cannot attend board meetings in person. Other pertinent information, for example reports on highly qualified staff, will also be made available on the web site as well.

Board meetings, while normally held in the immediate area of our main office, will occasionally be held in other regions around the state, giving parents across the state opportunity to meet board members and attend board meetings.

Parents will also have access to real time progress reports and other information pertaining to their child's performance. Our instructional staff, advisors and counselors will be available to discuss a student's progress with parents through regular meetings and be available by phone or in person throughout the school year.

Upon request and prior to the student's first day of school at LCCS, we will provide parents the following

- List and brief description of the courses of instruction, annually updated
- Description of the lessons and activities, both offline and online
- Our attendance policies and procedures, and directions for parents to submit excused absences
- How we will authenticate student work
- List of standardized tests, the locations of the tests and test dates
- notify parents of meetings involving the parents, school administrators, instructors and other staff in advance the meeting time and place

- Disclose to parents the school's main address, name, telephone number and email addresses of the school administrators, CEO, and other personnel.
- We will provide a list of extra-curricular activities provided by LCCS
- Names of student's instructors via our school website and the procedures for contacting their instructors
- A list of services provided by LCCS
- Copies of policies and procedures related to computer security and privacy, truancy, absences , discipline, withdrawal and explusion of students will be included in our Family Handbook which will be made available to our families via the school website
- Education level and experience of LCCS professional staff
- Information regarding the proper use of school equipment and materials and the procedures for returning school property.
- School calendar is provided on the student and parents accounts informing them of school days, holidays, PSSA testing and associated attendance policies, and winter and spring break.
- School will provide all instructional materials, equipment such as computer, monitor, and printer
- Reimburse or provide for all technology and services necessary for LCCS to deliver online instruction and curriculum to the student

3. **Quality Education**

LCCS chooses to invest the maximum time, energy and finances in our students. LCCS understands that families in charter schools vote with their feet, thus the use of public funds to find the best available resources that educate the student is of utmost importance.

Liberty Cyber Charter School, through our enrollment process, will clearly define our vision and mission and the programming we have implemented to achieve them. We encourage and provide opportunity for parents to give feedback on how well we have accomplished those goals and our ongoing efforts to provide a sense of community within our school will provide numerous informal opportunities through open-ended collaboration to establish internal accountability—a belief that the school's performance depends on all school staff and parents working in concert, emphasis on informing parents of the vision and mission of the school and of the programs offered.

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

The school budget and financial records are reviewed in detail during the course of the annual budgeting process, which will include department heads developing budgets for their departmental operations with assistance and oversight from the business manager and accounting firm. Monthly board meetings also review budgetary information. The business manager will also conduct quarterly reviews with department heads to ensure accuracy, efficiency and appropriate budgeting procedures. The CEO and business manager will also meet quarterly to review the information gathered from these department head reviews.

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

Liberty Cyber Charter School recognizes the need to protect the privacy rights of students and their parents. Liberty Cyber Charter School will adhere to the provisions of state and federal law pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the Individuals with Disabilities Education Act ("IDEA"), as amended, and its implementing regulations; the Pennsylvania Public School Code of 1949, and Chapter 12 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education. The CEO of Liberty Cyber Charter School is designated as the Administrator responsible for the maintenance, access and release of student records and the maintenance, access and release of academic records.

See *Appendix D – Student Records Policy*

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

The portal technology LCCS will use includes tools that allow for accurate student enrollment and withdrawal record keeping. This system provides the means for entering effective dates of enrollment in and withdrawal from LCCS, as well as for moves between school districts and changes in special education status. This makes it easy to adjust records when discrepancies are found between LCCS and home district records. Address histories are maintained for each district with first and last dates of education so that accurate reporting and billing is possible.

School districts will be notified within the 10 day time period of enrollments and withdrawals and will be provided with copies of the required forms. Our portal technology provides tools for storing copies of these forms electronically and automatically printing them with monthly bills.

Liberty Cyber Charter School will maintain accurate records and submit to the Pennsylvania Department of Education the following Child Accounting Forms (including but not limited to):

PDE-40262C Annual Attendance Membership Report
PDE-4059CS Instructional Time Summary
PDE-4002CS Summary Report of Aggregate Days Membership
Child Accounting Data for the Charter School Annual Report

G. Describe plans to evaluate student performance.

Academic Performance Assessment

In order for students to be successful achieving academic standards assessments must give understandable and specific information regarding students' achievement of the standards. This information must then be used to make decisions that drive classroom instruction.

Chapter 4 regulations state that each school entity shall design a local assessment plan. When implemented with integrity the assessment plan will determine the degree to which students are achieving academic standards. The regulations identify a number of assessment strategies which include:

1. Web-based assessment products
2. Written work by students
3. Scientific Experiments conducted by students
4. Works of art or musical, theatrical or dance performances by students
5. Other demonstrations, performances, products or projects of students related to specific academic standards
6. Examinations created by teachers to assess specific academic standards
7. Nationally available achievement tests
8. Diagnostic Assessments
9. Evaluation of portfolios of student work related to achievement of academic standards
10. Other measures as appropriate

Assessment data must always be used to make instructional decisions that will have a positive effect on student learning. To that end Liberty Charter School will create an assessment committee consisting of parents, teachers, and administrators to design, implement and evaluate an assessment plan that will give understandable and specific information that will show the extent to which students have achieved mastery of the academic standards. The team will begin by surveying needs in several key areas: quarterly benchmarks for school-wide academic improvement, ongoing assessments of basic skill development in the elementary grades, and tools for identifying students for Title I services. These three areas, though clearly distinct, overlap sufficiently to warrant the development of a plan for an assessment process that will simultaneously serve all three.

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

The basic structure of the assessment plan includes assessments designed to determine a baseline of proficiency and quarterly benchmark assessments. The baseline, benchmark and quarterly assessments will be based upon the assessment anchors and eligible content for each grade. These school-wide assessments will be given in grades K-12. Teachers will also design course and content specific assessments that will be given as appropriate. In a cyber school assessment courses are necessary to be used as a vehicle for students to take the assessments. Assessment courses will be created for each grade. Students will be enrolled in an assessment course based on their grade level. New students are automatically enrolled in their grade appropriate assessment course. Students will use the assessment courses for PSSA preparation using the web-based product Study Island. The assessment courses will allow students to practice for the PSSA on their appropriate grade level. Students will also take baseline, benchmark and quarterly assessments. Certain assessments such as DIBELS will be given using other appropriate means.

Parents and students must be educated about the assessment courses and their purpose. They also must understand the importance of the benchmark and quarterly assessments. Students are required to participate in the benchmark tests and quarterly assessments.

The following assessments will be used in the appropriate grade levels.
- DIBELS – K-2, 3-6
- Circus Math - K
- CBA – K-12
- Harcourt Math and Reading – K-6
- Writing Prompts – K-12
- IRI – K-6
- Compass Learning Odyssey- Baseline/End-of-Year Reading/Math – K-6
- PLATO- EduTest Reading/Math – 7-12

Assessment Schedule

Grade	Assessment	Months
K	Compass Learning Baseline Reading and Math	Sept.
	Compass Learning End-of-Year Reading and Math	May
	DIBELS	Sept., Jan., March, May
	Writing Sample	Sept., May
	Harcourt Reading and Math	Sept., Jan., March, May
	Circus Math	Sept.
	Letter/Sound/Print Assessment	Sept., Jan., May
1	Compass Learning Baseline Reading and Math	Sept.
	Compass Learning End-of-Year Reading and Math	May
	DIBELS	Sept., Jan., March, May
	Writing Sample	Sept., May
	Harcourt Reading and Math	Sept., Jan., March, May
	IRI	Sept., Jan., March, May
2	Compass Learning Baseline Reading and Math	Sept.
	Compass Learning End-of-Year Reading and Math	May
	DIBELS	Sept., Jan., March, May
	Writing Sample	Sept., May
	Harcourt Reading and Math	Sept., Jan., March, May
	IRI	Sept., Jan., March, May
3	Compass Learning Baseline Reading and Math	Sept.
	Compass Learning End-of-Year Reading and Math	May
	DIBELS	Sept., Jan., March, May
	Writing Sample	Sept., May
	Harcourt Reading and Math	Sept., Jan., March, May
	IRI	Sept., Jan., March, May
	PSSA	April
4	Compass Learning Baseline Reading and Math	Sept.
	Compass Learning End-of-Year Reading and Math	May
	DIBELS	Sept., Jan., March, May
	Writing Sample	Sept., May

	Harcourt Reading and Math	Sept., Jan., March, May
	IRI	Sept., Jan., March, May
	PSSA Reading/Math	April
	PSSA Science	April, May
5	Compass Learning Baseline Reading and Math	Sept.
	Compass Learning End-of-Year Reading and Math	May
	DIBELS	Sept., Jan., March, May
	Writing Sample	Sept., May
	Harcourt Reading and Math	Sept., Jan., March, May
	IRI	Sept., Jan., March, May
	PSSA Writing	Feb.
	PSSA Reading/Math	April
6	Compass Learning Baseline Reading and Math	Sept.
	Compass Learning End-of-Year Reading and Math	May
	DIBELS	Sept., Jan., March, May
	Writing Sample	Sept., May
	Harcourt Reading and Math	Sept., Jan., March, May
	IRI	Sept., Jan., March, May
	PSSA Reading/Math	April
7	PLATO EduTest Reading and Math	Sept., Nov., Feb., May
	My Access – Writing Sample	Sept., Jan., May
	PSSA Reading/Math	April
8	PLATO EduTest Reading and Math	Sept., Nov., Feb., May
	My Access – Writing Sample	Sept., Jan., May
	PSSA Reading/Math	April
	PSSA Writing	Feb.
	PSSA Science	April, May
9	PLATO EduTest Reading and Math	Sept., Nov., Feb., May
	My Access – Writing Sample	Sept., Jan., May
	PSSA Reading/Math	April
10	PLATO EduTest Reading and Math	Sept., Nov., Feb., May
	My Access – Writing Sample	Sept., Jan., May
	PSSA Reading/Math	April
11	PLATO EduTest Reading and Math	Sept., Nov., Feb., May
	My Access – Writing Sample	Sept., Jan., May
	PSSA Reading/Math	April
	PSSA Writing	Feb.
	PSSA Science	April, May
12	PLATO EduTest Reading and Math	Sept., Nov., Feb., May
	My Access – Writing Sample	Sept., Jan., May
	PSSA Reading/Math	April
	PSSA Retest – Reading, Writing, Math	Oct., Nov.

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

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The school administrative team will analyze student achievement data using the E-Strategic Planning tool developed by the Department of Education and use this as a basis for annual goal setting at the Annual Retreat.

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 (PSSA) or the PA Alternate School Assessment (PASA); and an analysis of assessment results to improve student performance.

5. **School Community:**

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

    Service-learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences: that meet actual community needs, that are coordinated in collaboration with the school and community, that are integrated into each young person's academic curriculum, that provide structured time for a young person to reflect, that let young people use academic skills and knowledge in real life situations, that enhance what is taught in school by extending learning beyond the classroom, and help foster a sense of caring for others. (Alliance for Service-Learning in Education Reform, 1993)

    Student involvement in the community may include but is not limited to:

    Habitat for Humanity, The Red Cross, local hospitals and nursing care, health clubs and centers, businesses, Junior Achievement, Boys and Girls Clubs of America, 4H, FFA, local emergency organizations, newspapers, political involvement, art, craft and music guilds, Parks and Recreation facilities, Environmental groups, historical societies, science and technology research organizations, local colleges and universities, faith-based organizations, Angel Tree, Prison Fellowship, homeless shelters such as Water Street Rescue Mission, Teenage pregnancy centers, Communities for the Disabled, Halfway houses, Daycare centers, Disaster Relief Organizations.

    Staff and Students will participate in community service projects each year. Students will also have the opportunity and be encouraged by LCCS staff to participate in educational activities provided by state parks, libraries, science centers, museums, zoos, arboretums and others.

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

    Liberty Cyber Charter School seeks out parent and family involvement as together we educate the child. "A parent is a child's first and most important teacher.*" Margaret Spellings, Secretary U.S. Department of Education. (Cited in No Child Left Behind, "Engaging Parents in Education: Lessons from Five Parental Information and Resource Centers, Innovations in Education)*

As parents are so closely involved with their child(rens') educational program, they have much greater opportunity to provide valuable feedback about the effectiveness of the program. Parents, through the various committees, regional activities and parent liaison office, have ample opportunity to give input and receive up to date information on the school and its progress in accomplishing it goals.

Our parents are also encouraged to participate in educational programs for the parents of our students, including parenting courses and academic courses that will provide valuable training for our parents in their role of facilitating their child's education. For example, we offer math courses for parents designed to give a greater familiarity with and mastery of the math skills their children will be learning as they progress. The courses are offered in a time frame that will enable our parents to prepare for their child's upcoming learning challenges while also providing activities where they can create and strengthen the community aspect of our school.

These opportunities will provide parents with valuable insight into the effectiveness of our program and opportunities to share them with our instructional and administrative staff.

Parents will also be encouraged to serve as regional coordinators, assisting the Parent Liaison in his or her office in proactively reaching out to our parents to build a strong parent community for support and training. This group of volunteers would also serve as an advisory committee to the board. Quarterly reports would become part of the board record in that month's meeting.

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

Parent Complaints/Due Process Policy

Any parent/guardian has the right to make a request, suggestion or complaint concerning school personnel, the program, or the operations of the school. However, the school also has an obligation to protect its personnel from unnecessary harassment. It is the intent of this policy to provide an impartial means of seeking appropriate remedies. The information that follows is a synopsis of the school's due process policy.

In general, all complaints should be resolved in a similar fashion. If, after a sincere effort, the complainant cannot resolve the issue with the individual with whom he/she has a dispute, the matter should be brought to the attention of that person's supervisor, and then to a representative of the CEO, the CEO himself, and finally to the Board of Trustees.

If, for example, the matter concerns a member of the teaching staff and the parent and teacher cannot resolve the issue that is in dispute, the parent or teacher may bring the matter to the attention of the Director of Education. If that individual cannot propose a satisfactory solution, he/she will schedule a conference with the CEO's representative. The Director of Education will also furnish the CEO's representative with a written report that will include the nature of the original complaint, a statement of the facts giving rise to it, the manner in

which the complainant allegedly has been affected adversely, the action the complainant wants taken, and the reasons why it is felt that such action should not be taken. Should the CEO's representative not resolve the matter, the CEO will take it under consideration. If the CEO determines that the issue requires the attention of the school's Board of Trustees, he will furnish the Board with a complete report.

At this time the complainant is free to present the Board with an account of his/her grievances. All complaints to the Board must be made in writing and should be addressed to the Secretary of the Board of Trustees. Should the complainant wish to address the Board in person, s/he must follow the procedures that may be obtained from the Administrative Office.

Please note that neither the central administration nor the Board will address complaints until the complete due process procedure has been followed.

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.

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

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

The Charter School law, known as Act 22 of 1997, is part of the Pennsylvania School Code, cited as 24 P.S. - 24 P.S. § 17-1719-A (14) requires that students be permitted to participate in extracurricular activities offered by their home school district provided that they are not offered by LCCS. Students must comply with the policies and meet the specific eligibility criteria set forth by that home school district. Student athletes must also satisfy eligibility requirements established by the Pennsylvania Interscholastic Athletic Association. Students who are members of a sports team with their home school district must continue to meet grade requirements to be part of the team. Coaches needing academic information from LCCS must make a request in writing to the Child Accounting Office and provide their E-mail address. LCCS will only notify the home district when grades fall below a "C ." Weekly updates cannot be accommodated. Whenever possible, LCCS will assist students and parents to secure the opportunity to participate in the extracurricular activities for which they are eligible.

Note: Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

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.

No agreements have as yet been entered into with local school districts regard participation of LCCS students in extracurricular activities within students' school districts of residence. However, LCCS seeks to forge relationships with student's school

district of residence to enrich all our students' lives with opportunities for success from a broad range of educational choice.

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

7. Technology Support:

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

Liberty Cyber Charter School will use a state of the art portal technology to support its vision and mandate. Each student, and his or her parent, receives a log in designed specifically to provide the tools needed for success.

The instructional staff at Liberty will be trained in the use of the tools within this portal technology to create or integrate course material, outlines, lesson plans and other information that will provide the basis of or a supplement to the course curriculum. Students will log in to the portal each day and have access to lesson calendars, lesson material, overviews and other time management tools that will help them accomplish their daily tasks while receiving real time information about their progress, mastery of subject material and the standards associated with it.

Attendance for both school days and course activity is kept and monitored by the portal technology, parent log ins provide up to the minute access to progress and mastery of material while also giving parents access to the communication tools which allow for direct communication with instructional and administrative staff.

While students will use a combination of text book and online delivery of the curriculum, the majority of material is delivered online as are assessments. Feedback, communication with instructors, and the tools to help students effectively manage their time and tasks are also part of the online tools used by Liberty students.

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

Our technology will help us improve student achievement in a number of ways. First, the technology will provide students with immediate feedback on many of the assignments that the students submit, giving them useful information and instruction while they are still mentally in the lesson. Feedback on both correct and incorrect answer to tests for example, can be used to restate and reinforce correct information, as well as give students the immediate opportunity to do additional work to improve their mastery of the material.

This same technology feature will allow instructors to set minimum proficiency levels for lessons which, if not met, will automatically make additional lessons on that material

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available to the student for additional instruction. These provide for enrichment lessons as well as options for student that would like to pursue a topic in more depth.

Our live, multi-media classroom technology gives our instructional staff powerful tools for instruction and assessment, as well as opportunities for student presentations to staff and their classmates. The technology we plan to use is designed with great flexibility and customization. As we evaluate our program and make changes to address both areas of strength and weakness, our technology will change as well so that we can deliver the strongest possible program for our students.

I. SCHOOL DESIGN (Continued)

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

Our experience with cyber education has taught us that technical training and support are invaluable to the success of our students. Our budget includes funds for both helpdesk and homework help programs offering our students extended hours of support each

Our helpdesk staff will be trained in depth on our portal technology, Microsoft Office or other similar product chosen by the school for our students, as well as online curriculum applications used by our instructional staff as part of the curriculum. Students will have toll free access to the helpdesk staff up to 10 hours per school day. Helpdesk staff will have live, multi-media classroom technology available as well as screen sharing technology to help train our students and their parents effectively in the use of all of the technology used within the program.

Homework help will also be available in the evenings to supplement our instructional staff and offer our students and extended time period of help available to them. This staff will also be available by tool free number and have live multi-media classroom technology available to them in order to provide meaningful and effective help to students in math and potentially other subjects.

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

A unique user name and password is assigned to each student that enrolls in LCCS. Parents are also assigned unique user names and passwords which allow them to view all of their student information from a separate log in so that parents never have to log in a the student. Our servers, which house student records, are also protected by Cisco firewalls and a VPN (Virtual Private Network). This is extremely good protection against potential attacks from unauthorized users.

Access to student passwords is also protected within the school, as only those who have been granted the security "permission" are able to access them. Permissions are given on a "need to know" basis and only the CEO and 3 other staff members have the ability to grant permissions. The CEO and the Special Education Supervisor are directly responsible for the security of student information and records.

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

Standardized tests are done in person with proctors while other local assessments are done within the password-protected portal. These assessments are compared for consistency. Tests can also be given live through our multi-media classroom technology for assessing student progress that utilizes this live technology.

Authenticity will also be checked by use of a plagiarism search tool that will nightly verify the authenticity of submitted work. Any work that is found to be potentially not original will be "flagged" for the teacher for follow up.

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

Each student at LCCS will be issued a personal computer, monitor, printer and appropriate software for accessing the school's online portal and other websites as needed. Students will be provided with high-speed Internet access wherever available and, where not, every reasonable effort will be made to provide the highest speed connection available. These may include options such as air cards, satellite dishes and others. Each family will be reimbursed for the cost of this Internet service.

Computers and other hardware will be more than adequate specification to meet the needs of the program. We will take advantage of the rapidly changing computer industry and new technologies that create opportunities for our school to benefit from new (but tested) technologies that will save money and provide better service for our students.

All equipment issued by the school is the property of the school and is expected to be returned when the student graduates or is withdrawn. The school will reimburse families for the cost of returning this equipment.

Students will also be supplied with texts and other materials to support the educational program of LCCS as needed. The return of this material is expected upon graduation or withdrawal unless specifically noted that it may not be returned due to the cost of the return vs. the cost of replacement.

Teachers will also be provided with hardware for accessing the school's online portal. They will also always have access to the same hardware that the students use to assure that all software is compatible with what the students are using.

II. NEEDS ASSESSMENT

1. **Statement of Need:**

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

We often place our children in the position of making decisions without having an adequate knowledge of all of the options. We believe that students in the 21st Century will have more options than ever concerning the direction to take after school. We also believe that the world today is changing more rapidly than ever before and that our students must be prepared not only by learning a particular set of skills or course of study but by learning how to adapt, how to be lifelong learners, to recognize opportunities and assess the risks and rewards of pursuing them.

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

We believe there is a need for this type of thinking, training and educating in our schools today. We believe that the cyber environment is particularly well suited to successfully reaching these goals as it exposes our students to the technology that drives their world today at an early age, exposes our students and their families, and indeed makes them partners with us, as we continually work through the problem solving process to develop our technology to meet the changing needs of our educational program, gives us a broader set of available resources to use in order to expose our students to more options than may exist locally for them and allows us to bring in people and resources from other cultures, nations and areas of study to enrich their lives in ways that a fixed school location cannot.

Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.

2. School Demographics:

A. What are the school's enrollment projections for each of the first five years?

Liberty Cyber Charter School's projects the following enrollment for the first five years:

School Year	Enrollment Projection
School Year One 2008-2009	500
School Year Two 2009-2010	1200
School Year Three 2010-2011	2400
School Year Four 2011-2012	3000
School Year Five 2012-2013	4000

What is the school's ultimate enrollment goal?

Numbers do not easily communicate the ultimate enrollment goal for LCCS as we seek primarily to provide an environment and program leading to successful lives for our students. Our goal is to serve the students of Pennsylvania to the best or our ability in achieving that goal. As an estimate, we believe that the ultimate enrollment goal might be as high as 8,000 as we learn and achieve success in our higher goal of serving our students fully.

What grades will be served?

Liberty Cyber Charter School will serve grades 7-12th in it's opening year. In the second year of operation the school will open up enrollment to include grades K-6, making LCCS a fully operational K-12 program.

What is the entry age for kindergarten students and the entry age for beginners?

The age requirement for Kindergarten students must be five (5) years old by October 31 of the entrance year.

The age requirement for beginners who enter LCCS is five years and seven months before September 1 of the entrance year.

How many students are expected to be in each grade or grouping?

First year up to 500 students expected number in grades 7-12 is a rounded average of 83 in each grade.

Year Two: 1200 in grades K-12, a rounded average of 92
Year Three: 2400 in grades K-12, a rounded average of 185
Year Four: 3000 in grades K-12, a rounded average of 231
Year Five: 4000 in grades K-12, a rounded average of 308

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

As all Cyber charter schools in the state of Pennsylvania, LCCS provides equal opportunity to all students in the state regardless of socio-economic level. Children living in communities who fall below poverty level have the same opportunity as their peers who may live on higher socio-economic levels.

Exton, Chester County statistics:

As of the censusGR2 of 2000, there were 4,267 people, 2,053 households, and 1,096 families residing in the CDP. The population density was 518.1/km² (1,341.6/mi²). There were 2,128 housing units at an average density of 258.4/km² (669.1/mi²). The racial makeup of the CDP was 88.07% White, 4.05% African American, 0.14% Native American, 6.05% Asian, 0.02% Pacific Islander, 0.54% from other races, and 1.12% from two or more races. Hispanic or Latino of any race were 1.87% of the population.

There were 2,053 households out of which 20.9% had children under the age of 18 living with them, 45.4% were married couples living together, 5.8% had a female householder with no husband present, and 46.6% were non-families. 37.5% of all households were made up of

individuals and 7.9% had someone living alone who was 65 years of age or older. The average household size was 2.05 and the average family size was 2.75.

In the CDP the population was spread out with 17.9% under the age of 18, 5.9% from 18 to 24, 43.3% from 25 to 44, 20.6% from 45 to 64, and 12.3% who were 65 years of age or older. The median age was 35 years. For every 100 females there were 92.6 males. For every 100 females age 18 and over, there were 90.8 males.

The median income for a household in the CDP was $68,240, and the median income for a family was $81,499. Males had a median income of $65,789 versus $42,778 for females. The per capita income for the CDP was $38,589. About 1.5% of families and 2.9% of the population were below the poverty line, including 1.1% of those under age 18 and 10.1% of those age 65 or over.

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

Exton lies at the intersection of the U.S. Highway 30 (formerly the Lancaster Road, and later the Lincoln Highway) and Pennsylvania Route 100 (Pottstown Pike). Beginning in the late 1700s, the Lancaster Road became a major transportation route between Philadelphia and the west, while what is now Route 100 was a regional north-south route to Pottstown, Pennsylvania.

Exton is easily accessible from the Pennsylvania Turnpike to families traveling from the western part of the state and provides easy access to Philadelphia families as Exton is considered a Philadelphia suburb.

LCCS will continue to review student demographics as to when and whether we need to open regional offices to service our families' needs.

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 Liberty Cyber Charter School program will be ethnically diverse. English will be the dominant tongue (although not required to take advantage of Liberty Cyber Charter School program offerings.) The school accepts low-income students from urban areas, although we will be open to serving all K-12 students across the State.

3. **District Relations/Evidence of Support:**

A. Provide evidence that your cyber charter school has the sustainable support to operate. What efforts have you made to notify the district(s) from which your charter school would draw students?

Liberty Cyber Charter School shall make available upon request either electronically or in writing to each student's school district of residence a copy of the charter, a copy of the cyber charter application, a copy of all annual reports prepared by LCCS, and a list of all students from that school district enrolled in LCCS.

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

From the time we send letters of intent informing School Districts of Liberty Cyber Charter School and its mission we choose to begin partnerships with School Districts to increase the opportunities for children residing in their resident district. Open, cooperative communication between our Child Accounting and Student Services Department and the School Districts in which our students reside is a high value and one we hope to maintain.

Note: Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.

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

The core group has discussed the philosophy and mission and vision of Liberty with teachers, parents, and students and others in our communities and have heard their acknowledgement of their need and value of what we're doing as evidenced by the attached petitions and letters of support.

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.

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.

Twila J. Smoker, Founder

The leading founder of the Coalition and first and foremost Mrs. Smoker serves as a parent of six grown children, all of whom have attended cyber schools, traditional public schools, private schools and homeschool. In addition Mrs. Twila Smoker has served in the field of public education for six years. While currently serving as the Student Services Director at a Pennsylvania cyber charter school, Mrs. Smoker's previous experience includes Director of Worship Arts at Petra Christian Fellowship, New Holland, taught 30 years of private piano and guitar and owned and operated T.J.Smoker Music Studio. She has developed and aligned to PA Academic Standards the scope and sequence of online Arts and Humanities curriculum and taught the arts in a K-12 cyber environment.

Twila Smoker's experience, along with the experience of the entire founding coalition and board, has shaped the mission and vision of this school to be one of focus on the long-term success of the students rather than the short term accomplishing of administrative tasks. Currently as a School Administrator her responsibilities require her to work closely with the Student Services staff to develop online tools needed for successfully accomplishing tasks. She has worked as the principle liaison between the cyber school and the technology provider. Mrs. Smoker teaches and trains her staff to set an example of cooperation between cyber charter schools and School Districts, and to encourage departments within the school to develop effective communication and cooperation with the Pennsylvania Department of Education. In addition she oversees the

annual PDE reporting, child accounting, school policies and procedures, Help Desk and oversight of Student Services in four locations across the state.

Mrs. Smoker responsibilities have provided her with many years of a breadth of experience that propelled her to develop a missional focus in her life. The guiding principles of the School's Mission Statement have been her guide and she now reaps the benefit of her children seeking to walk in them as well. Out of this personal mission she has a deep desire to share this mission, this vision, this hope and benefit with families across Pennsylvania.

J. Lester Smoker, Founder

Les is a resident of Lancaster County and has been active in both business and church leadership for his entire adult life. Les married Twila Sauder in 1975 and together they have six children and nine grand children.

Les graduated from Twin Valley High School in 1972 and attended Millersville University for two years before entering the printing industry. In addition to the attached professional resume Les has been involved in several small business start-ups and is currently the owner of Smoker Painting, Inc.

Les' church leadership adventure began as a senior in high school when he helped to develop and lead Bible studies for high school students. Over the years he has served in the capacity of Elder, Teacher, Worship Leader, Men's Group Leader, Interim Pastor, and Home Group Leader. He has spoken at young adult retreats and was the founding director of a "church within a church" geared for the Gen-X generation. He currently serves as pastor of Kaleidoscope, a new non-denominational church community.

David W. Johns, Founder and Trustee

David Johns has been in and around education for over 35 years, from teaching math and science to 6th and 7th grade students, serving on the board of a private school, developing successful adventure education programs and working in the cyber charter school arena. His background in education, business and technology combine to give him a unique overview of the needs and potential of this exciting educational format. His believe that every student can succeed given the necessary encouragement and support, motivate him to discover the right combination of instructional creativity, personal involvement, technological tools and individual motivation for the effective education of each individual student.

Craig Gates, Trustee

Craig Gates biographical information here.

Glenn M. Leaman, Chairman of the Board of Trustees

Glenn Leaman's biographical information here.

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B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups. Provide information on the manner in which community groups are involved in the charter school planning process. Include any plans for further recruitment of founders or organizers of the school.

We, as the founders of Liberty Cyber Charter School have been professional peers and co-workers and involved in various leadership and business capacities through which we've learned, taught, worked, and visited together. Our history with one another proves that we share similar values and vision and our desire to make a difference in the lives of the young people of our communities. We intend to recruit others to Liberty Cyber who share the same values and we are currently seeking these individuals to fill key positions in the school.

We have open discussions with a number of local businesses that have expressed an interest in partnering with us. We have not yet sought formal partnerships with schools or other organizations.

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.

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 cyber 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, Thanksgiving, the 1ˢᵗ of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year)*
- *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.*

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

B. How will the Board of Trustees be selected?

In its first year of operation, Liberty Cyber Charter School's Board of Trustees will be comprised of members chosen by 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.

- Ideally, the board will include at least one entrepreneurial business person, one from a larger established business, one skilled in finance, one in education, one community member, and one attorney.

- The CEO will be a non-voting ex officio member of the Board.

- The Board of Trustees will elect officers from within its membership.

- All members of the Board of Trustees will serve one-year terms and be eligible for re-election.

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

The founders desire to establish long-term continuity between their vision and the Board of Trustees. The Founding Coalition will form a committee to convey the schools mission and the expectations of board members so that newly recruited members receive a firm understanding of the schools mission, the founding Coalitions' vision and their role as members of the board. An orientation program will be held at the beginning of each new term in order for the founders to articulate their vision to the board.

D. Describe the roles and responsibilities of the Board.

The Board of Trustees will maintain the responsibility to manage the charter school, including, but not limited to budgeting, curriculum, staffing, and operating procedures.

Among the broader roles of the Board of Trustees are:

- Selecting the school administrator
- Reviewing the administrators performance
- Ensuring effective organizational planning
- Ensuring adequate resources
- Effectively managing resources
- Determining and monitoring the schools programs and services
- Enhancing the schools public image
- Assessing its own performance

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

- Setting the school calendar
- Adopting text books
- Appointing or dismissing school administrators
- Adopting the annual budget
- Purchasing or selling land
- Locating new buildings or changing locations
- Creating or increasing indebtedness
- Adopting or eliminating courses of study
- Designating depositories for school funds
- Establishing salaries and compensation for administrators, teachers, and other employees
- Entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/Technical School for LCCS'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?

A school united in one vision, one value system and moving towards the stated goals and objectives for the administration, instructional staff and non-instructional staff is forged in a strong, servant leadership team who values, communicates and demonstrates the guiding principles of the Mission Statement. Informal daily interaction, weekly staff meetings led by the administrative staff, professional development seminars and conferences, quarterly school-wide In-Service days are all opportunities for communicating the vision, mission, measurable goals and objectives through a collaborative environment where relationships of trust and acceptance are built.

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

Parents will be encouraged to serve as regional coordinators, assisting the Parent Liaison in his or her office in proactively reaching out to our parents to build a strong parent community for support and training. This group of volunteers would also serve as an advisory committee to the board. Quarterly reports would become part of the board record in that month's meeting.

G. Submit copies of the school's Articles of Incorporation, by-laws, and contracts and other documents required by applicable law. Requirements for the bylaws are as follows:

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 her duties as outlined in the Charter School Law. No Board member shall, as a private person, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school. 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.

1. Craig Gates

2. Glenn M. Leaman

3. David W. Johns

I. Submit copies of the school's management contracts, if any.

Liberty Cyber Charter School has entered into no management contracts at this time.

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.

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.

See ***Appendix E*** for Liberty Cyber Charter School Five Year Proforma FYE 2009-2012

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.

Policy: **PURCHASING**

Date prepared: September 14, 2007

Purpose: To ensure all purchases for Liberty Cyber Charter School (LCCS) are performed in accordance with Pennsylvania Department of Education (PDE) requirements and other applicable law, are within budget, and the best value in terms of quality, product/service specification and cost is achieved.

Policy: Select positions have budgetary authority over specific amounts of funds. No purchases over $1,000 may be made without sign-off from the CEO.

LCCS does not guarantee repayment of purchases made by individuals using personal funds without prior written approval (copy of email is acceptable) – whether or not they have budgetary control over the funds.

Procedure: Submit completed Purchase Orders to LCCS Administrative Assistant

For purchases of services, products, supplies, etc., and the total is less than $1,000:
 A reasonable effort should be made to find the lowest cost product/service that meets quality and specification standards;
 Staff members with pre-approved budgets may purchase services, products or supplies as long as they stay within the approved budget line item

For purchases of services, products, supplies, etc., and the total is between $1,000 and $4,000:
 Staff member making purchase will make purchasing recommendation to CEO, taking into consideration cost, quality, and other relevant factors
 CEO must approve the purchase provided it is within the Board-approved financial plan

For purchases of services, products, supplies, etc., and the total is between $4,000 and $10,000:
 A minimum of three written quotes from vendors must be obtained
 Staff member making purchase will make purchasing recommendation to CEO, taking into consideration cost, quality, and other relevant factors
 CEO must approve the purchase provided it is within the Board-approved financial plan.

For purchases of equipment or for contracts for work to be performed on the school property, and the total is $10,000 or more:
 A minimum of three written quotes from vendors must be obtained
 Purchases and contracts over $10,000 require signature of CEO and one Board officer

Note: Any expenditure outside the Board-approved financial plan greater than $2,000 requires the approval of the Board or the Executive Committee.

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

We plan to raise additional funds in several ways. First, at the start up of the school we plan to seek partnerships with businesses in Pennsylvania who see the value of our career, trade and entrepreneurial programs and who are willing to support them by providing opportunities for our students as well as financial resources for the critical start up period of the school. We will seek out these companies through various means, including the network of families interested in the school.

As we begin the entrepreneur programs at the school, any profits seen from these business ventures will go toward providing additional resources for our school. Each student in high school will have the opportunity to participate in these entrepreneurial programs and help work, manage and develop successful business programs.

We will also be seeking grants, both government and private, to add additional funds for our program. Our founding group includes individuals with successful grant writing experience and we hope to be awarded at least one grant prior to the opening of school.

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 treasurer of the LCCS will 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 LCCS' board of the amount of funds received and disbursed 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 LCCS shall invest charter school funds consistent with sound business practice.

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Liberty Cyber Charter School will implement policies and procedures that reflect the guidelines above, working with an accounting firm familiar with charter school regulations to assure compliance with all of the requirements listed above.

The school treasurer shall settle his or her accounts annually with the Board of Trustees for each school year. Pursuant to 24 P.S. §4-437, the accounts of the cyber charter school treasurer shall be audited annually.

2. **Facility:**

A. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.
B. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.
C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).
D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.
E. Describe facility-financing plans.

We are gathering information on several office facilities in the Exton area to determine the most suitable facility for our needs. In the meantime, we are intending to lease temporary office space as soon as funding is available.

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

3. **Liability and Insurance**

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

Explanation: Provide evidence of insurability in all areas identified above.
Proposed insurance coverage plan – insert Appendix G.

4. **Child Accounting**

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

Explanation: Cyber charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards.

Liberty Cyber Charter School will implement a system to accurately track student enrollment. The PDE Charter School Enrollment Forms, District Notification Forms and other pertinent information requested by interested families will be accessible through the school website or by calling the school office.

Student Data collected include:

- Student name
- Names and addresses of parents or legal guardians
- Resident status of student
- Date of Birth
- Sex
- Ethnic Code
- Grade level
- PA Secure ID
- Enrollment date

Student Enrollment Procedure

1. Enrollment data is received and recorded in a database as pending.
2. Admissions Coordinator assesses packet to determine if complete documentation has been received.
3. Initial phone contact made by Admissions Coordinator. Follow up phone call to parent or guardian
4. File is dated and initialed and kept confidential
5. Upon receipt of all enrollment documents, families are informed of the Information meetings held in their region, or are contacted to come to one of the school's locations for Family orientation.
6. District Notification – Copies of the Charter School Enrollment Notification Form, proof of residency, and a copy of the student's birth certificate are mailed to the school district of residence for each newly enrolled student. File is dated and init ialed.
7. Simultaneous to district notification, a request is made of the former school for the student's official school records, including academic, disciplinary and medical records.
8. All student files are stored in the Student Services Department.

Attendance Policies

22 § 11.1 STATE BOARD OF EDUCATION requires public prekindergartens, when offered, and kindergartens, elementary and secondary schools shall be kept open each school year for a minimum of 180 days of instruction for students. Liberty Cyber Charter School requires students to follow the school calendar, which is a minimum of 180 days of instruction. Students may access their coursework throughout the school year and have the flexibility to complete their coursework from the opening to closing day of each school year.

The automated Attendance System on the school's platform takes daily attendance as each student logs into his or her account each school day, which is integrated with the student's school calendar. Failure to log in will result in charges of truancy or unexcused absences which can ultimately result in withdrawal.

Excused Absences

Parents are responsible for providing the school with written verification of the reason (notes and/or documentation) for each absence upon the student's return to school.

The following may be designated as valid excuses for absence of a student from school provided satisfactory evidence or documentation for the excuse is provided to the Attendance Advisor. For illness, any student missing more than three consecutive school days requires a note from a physician. Unusual circumstances may require students to be absent from school. Parents should notify the school before the absence, or as soon as possible, to avoid miscommunication or misunderstanding.

Death in the Immediate Family. An absence resulting from the death of a member of the student's immediate family. The immediate family of a student includes, but is not necessarily limited to, parents, grandparents, brothers and sisters.

Medical or Dental Appointments. An absence resulting from a medical or dental appointment that cannot be scheduled outside of regularly scheduled academic calendar days. Notice should be given to the teacher prior to the absence, except in the case of an emergency.

Illness or Injury. An absence resulting from illness or injury, which prevents the student from being physically able to attend school. Any student missing more than three consecutive school days requires a note from a physician.

Quarantine. An absence that is ordered by the local health office or by the State Board of Health.

Court or Administrative Proceedings. An absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.

Observance of a Religious Holiday. An absence may be considered excused if the tenets of a religion, to which a student or his/her parent adhere, require observance of a religious event.

Educational Opportunities or Family Educational Trips. An absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity. Approval for such an absence must be granted prior to the absence in accordance with the Student Educational Leave of Absence Policy.

Cumulative Lawful Absences

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days should require an excuse from a physician.

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Student Educational Leave of Absence Policy

A planned absence, which extends beyond five consecutive scheduled school days, requires a formal application process in advance. Application will be provided upon request to Attendance Advisor. Application must be submitted at least thirty (30) days in advance. Attendance Advisor will review request, and will reply to family within ten (10) days of receipt of application. The Attendance Advisor will take special circumstances into consideration.

   Unexcused/Illegal Absences:

1. One unexcused absence is incurred by not logging in to school and parent not submitting a valid excuse within three days of student returning to school.
2. Any missed day of logging in to school that is not deemed legal or excused will be documented as unexcused/illegal.
3. If a student's parent/guardian does not present a valid excuse on the day of return from an absence, school administration may contact the parent/guardian to inform him or her of the absence and the need to submit a valid excuse. **The excuse must be provided by logging in through the school provided parent account, click on the calendar, click on the date of the absence, enter the reason for the absence and submit to the Attendance Advisor.**
4. Failure to submit a valid excuse within three days of returning to school will result in the absence being classified as an unexcused missed day.
5. A violation of the attendance policy is considered a violation of the Student Behavior Code. The student will then be subject to disciplinary action and/or loss of privileges.

Truancy

Attendance at LCCS is a student's obligation and responsibility.

Upon the first, second and third unexcused missed days, the student and parent/guardian will receive a memo through SchoolMail with the opportunity for the parent/guardian to reply with an excuse for consideration.

   Level 1: Upon the first unlawful absence the student and parents/guardian will receive a notification through school email notifying them of the first unlawful absence from LCCS. The legal penalties established by law for violation of compulsory attendance requirements will be attached to the notice.

   Level 2: Upon the second unlawful absence the student and parent/guardian receives a second notice of unlawful absence from LCCS through school email. Once again, the legal penalties established by law for violation of compulsory attendance requirements shall be included.

   Level 3: Upon the third unlawful absence, parent/guardian receives notice by certified mail providing "official notice of child's third illegal absence." Attached to this notice will be

penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian. The information states that three days after giving such notice, the student or parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice.

At level 3, if the student in question is a student receiving special education services or believed to have a disability, an IEP meeting will be held to determine if the absences are a manifestation of the student's disability. If the IEP determines that it applies, then alterative process, based upon need, may apply. If necessary, the ER and IEP will be examined to determine if it is appropriate. No discrimination of an identified or believed to be identified student will take place. LCCS will adopt policies and procedure to ensure that protection under the law.

LCCS shall call a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Truancy Elimination Plan (TEP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child's educational environment, current academic difficulties, physical or behavioral health issues, and family/environment concerns. At the end of the conference all parties will sign a comprehensive TEP that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/health supports from the school outlining family/parent and student responsibilities, and levels of performance monitoring that could include rewards.

Liberty Cyber Charter School must report to the student's school district of residence when a student has accrued three or more days of unlawful absences.

Level 4: Upon the fourth subsequent unlawful absence, at any point within the school year, an official notice of unlawful absence will be sent home. The purpose of this correspondence is to inform the child's parent/guardian that the child has violated the TEP and again violated the compulsory attendance requirements set forth by the Pennsylvania Department of Education. LCCS will advise the parent/guardian that a citation can be sent to the magisterial district judge by their school district. To ensure the parent/guardian receives the notice, LCCS will send this notice through certified mail. After this step, the school is not obligated to inform parents in writing of absences; however, the school will continue to call the parent/guardian to inform them of additional truant behavior. LCCS will refer all future incidents of truancy directly to the school district of residence.

LCCS shall also refer the child to the county children and youth agency as stated in Section V of the PDE's Compulsory Attendance and Truancy Elimination Plan.

 Continued Truancy: If a child of any age continues to be truant after the above actions have been taken, then school districts are encouraged to file citations with the local magisterial district judge citing the child's continued truancy on a weekly basis. School districts will be notified for every absence thereafter.

Students of compulsory school age, who have not complied with compulsory attendance requirements and are consistently truant shall be withdrawn from LCCS and referred back to their school district of residence.

Withdrawal Procedure

Any student may withdraw from the school by following these procedures:

1. Notify the school that he/she is withdrawing and request a withdrawal form
2. The parent/guardian must fill out and return the Withdrawal form to the Child Accounting Office
3. Upon receipt of the request for withdrawal by the parent/guardian to send the student's records, the school will release records to the school to which the student is transferring; which notifies the sending school of the student's withdrawal.

V. ADMINISTRATION

1. Recruiting and Marketing Plan:

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

We will publicize the school through community announcements, newspaper advertisements, informational meetings, cable advertising, and web search advertising. We will also make presentations at local community group meetings and place informational literature in select areas around the state.

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

We will host informational meetings where parents and students will have the opportunity to hear a presentation, ask questions, and see a demonstration of our technology and curriculum materials. Families that express an interest in enrolling students will have opportunities by phone, in person needs, and live web casts to learn about our program.

V. ADMINISTRATION (Continued)

Explanation: Develop a solid plan to attract sufficient students to operate a cyber charter school; publicize the cyber charter school; and ensure a match between the cyber charter school program and applicants' educational and personal needs.

2. Admissions Policy:

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

Student Enrollment policies and procedures follow all applicable PDE requirements and State law. The Liberty Cyber Charter School board recognizes that all resident children in Pennsylvania qualify for admission to Liberty Cyber Charter School as follows:

As a charter school, Liberty Cyber Charter School shall not discriminate in its admission policies or practices on the basis of intellectual ability, or 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.

As a charter school, Liberty Cyber Charter School may establish reasonable criteria to evaluate prospective students as outlined in the school's charter. If more students apply to Liberty Cyber Charter School than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the charter school.

The Board of Trustees of LCCS authorizes the Liberty Cyber Charter School as follows:

Liberty Cyber Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to Liberty Cyber Charter School. Applications for student slots must be submitted by a deadline that will be established and made known by Liberty Cyber Charter School. Kindergarten is offered. Students who wish to enroll must turn 5 years old by October 31 of their enrollment year. Students are allowed to withdraw from the charter school at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at an admitting school. The district of residence will be notified by the school when a student withdraws. No tests will be administered to students in order to determine eligibility for admission. Students who have been expelled from school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

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

LCCS Board of Trustees will establish policies and the Chief Executive Officer and Administration will provide operational procedures appropriate for the efficient functioning of the School and to ensure compliance with the laws pertaining to special education. LCCS Board will establish policies and Administration provides operational details through procedures.

The policy of LCCS will be to comply with and ensure the fulfillment of the Individuals with Disabilities Education Act (IDEA). This includes compliance with the federal IDEA statute and its amendments from time to time, the federal IDEA regulations (34 CFR part 300) and their amendments from time to time, analogous Pennsylvania statutes (including 24 P.S. § 13-1371 and their amendments from time to time, and applicable regulations of the Pennsylvania State Board of Education (22 Pa. Code chapter 711) and their amendments from time to time.

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

LCCS will use the following timeline for enrolling students:

January – Open enrollment for the following school year	Enrollment forms will be available to families via school website or by calling the school office
March 1	Letter sent to parents notifying them of the deadline if a child currently enrolled is returning next year
April 15	Deadline for parents to notify the school if their student is returning next year
May 15	Admissions lottery conducted if necessary
June 1	Deadline for returning student enrollment packets

In the first year of operation the date of receipt of the charter will determine a possible adjustment to the timeline outlined above.

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

In accordance with Section 17-1723-A of the Charter School Law, Liberty Cyber Charter School will not discriminate in its admission 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.

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).

3. Human Resource Information:

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

   Liberty Cyber Charter School will seek to recruit highly qualified instructional and qualified non-instructional staff. Potential hires are learners who seek to model the guiding principles as examples to the LCCS student body. LCCS' hiring staff look for a "teachable" spirit in the potential hire as the highest standard to be used in the hiring process.

   Staff members will also have experience and the qualifications in the use of educational technologies and will have high degrees of technology literacy as measured against the NETS (t) Standards for Teachers.

   The Board of Trustees of the school will seek to fill the position of CEO as the first hire. This outstanding, innovative and unique individual has disciplined himself or herself in a lifestyle that portrays the guiding principles of the mission statement. Once the CEO is hired he or she will begin recruiting and interviewing candidates for recommendation to the Board of Trustees for orientation and training in August, 2008.

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

   Targeted staff size for years one through five is 46 to 320 total staff respectively. Teacher/student ratio for regular education Instructors is 35-1 and Special Education Instructors/student ratio is 25-1.

C. What professional development opportunities will be available to teachers and other staff? Complete Professional Education Plan is found in *Appendix C.*

   PROFESSIONAL EDUCATION PLAN FORMAT
   Professional Education Plans will be completed online through the Department of Education e-Strategic Planning platform. For each activity selected, the Professional Education Plan will include the information found in the Complete Professional Education Plan found in *Appendix C*. An activity could be a course, a multi-session program, or other specific planned set of activities or instruction – each activity must be documented.

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

   Upon Liberty Cyber Charter School Charter approval, The Board of Trustees will convene to adopt the human resources policies for the school. These policies and procedures will be compiled into an Employee Handbook and will be distributed to each employee when hired. LCCS Board of Trustees, at its discretion, may change, add to, delete, suspend or discontinue any part or parts of the policies in this Manual at any time without prior notice as School conditions, employment legislation, and economic conditions dictate.

Equal Employment Opportunity
To give equal employment and advancement opportunities to all employees, we make employment decisions based on each person's performance, qualifications, and abilities. We do not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, marital status, special disabled veteran status, disability, genetic information, or any other characteristic protected by law.

It is the policy of LCCS to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA) and other laws relating to employment. LCCS will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability. LCCS will also make reasonable accommodation wherever necessary for all employees or applicants with disabilities, provided that the individual is otherwise qualified to safely perform the essential duties and assignments connected with the job and provided that any accommodations made do not impose an undue hardship on LCCS.

Hiring and Contracts:

The Chief Executive Officer shall recommend to the Board of Trustees prospective employees. The Board will determine eligibility based on qualifications, certifications, and experience.

All prospective employees must provide to the CEO and Board of Trustees in advance of employment the following documentation:

- Pennsylvania State certifications, when required
- Completed PA State Police Request for Criminal Record
- Completed PA Child Abuse History Clearance

In addition, all employees will provide a completed medical evaluation including tuberculosis examination conducted by a licensed physical prior to employment.

Salaries:

It is the desire of Liberty Cyber Charter School to pay all regular employees wages and salaries that are competitive with other employers in the marketplace in a way that will be motivational and equitable, based on the financial capabilities of LCCS.

The determination of salaries in most cases will be merit-based, and increase of salaries will coincide with the employee's annual performance review. Promotional increases may be granted at any time or in combination with annual merit increases.

Dismissal:

Liberty Cyber Charter School holds high standards for all employees as well as the student

body the principles of the mission statement. The principles of individuality, self-government, excellence of character, clarity of conscience and civic responsibility are taken in to consideration when behaviors or situations are considered unacceptable and will result in disciplinary action leading up to dismissal.

Liberty Cyber Charter School will determine the appropriate discipline for the behavior or situation in consideration and may dismiss an employee at any time, with our without cause following any of the disciplinary steps described below:

• Informal Warning: The employee is informed by his or her supervisor of the behavior or problem and the corrective action 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: LCCS 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.

Benefits:

Insurance Coverage
The following group insurance benefits are provided, as defined and limited in the literature provided by our insurance companies:

• Health Insurance
• Dental Insurance
• Life & AD&D Insurance
• Short Term Disability Insurance
• Supplemental Insurance (e.g. AFLAC)

Health Insurance
LCCS shares the cost of Health Insurance with full-time employees. A full-time employee

is eligible for this benefit on the 1st of the month following the employee's date of hire. An Interested and eligible full-time employee must enroll in this plan within thirty (30) days of his/her date of hire or wait until the next annual open enrollment period.

Dental Insurance
LCCS shares the cost of Dental Insurance with full-time employees. A full-time employee is eligible for Dental benefits on the 1st of the month following the employee's date of hire. An Interested and eligible full-time employee must enroll in this plan within thirty (30) days of his/her date of hire or wait until the next annual open enrollment period.

Short Term Disability Insurance (STDI)
The School provides a STDI plan. All employees who work at least 30 hours per week are eligible for the STDI Insurance on the 1st of the month following an employee's date of hire. LCCS pays 100% of this benefit. The STDI plan compensates employees for certain off-the-job injuries and illnesses for up to 13 weeks and pays an amount equal to the lesser of (a) $750 per week, or (b) 60% of an employee's basic weekly earnings.

Life & Accidental Death & Dismemberment (AD&D) Insurance.
The School provides a Life & AD&D Insurance Plan. All employees who work at least 30 hours per week are eligible for the Life &AD&D Insurance on the 1st of the month following an employee's date of hire.

Pennsylvania School Employees' Retirement System
All full-time employees are eligible immediately for the Pennsylvania School Employees' Retirement System and must participate in this retirement program. Employees contribute 7.5% of their paycheck each pay period to this retirement program. LCCS contributes 4.23% as of the 2004/2005 school year.

The first year in which a part-time employee reaches 500 hours of work, he/she will be required to participate in the Pennsylvania School Employees' Retirement System from that point through the rest of his/her employment with LCCS with the same employee and LCCS contributions as identified for a full-time employee.
Workers' Compensation
All employees are entitled to Workers' Compensation (WC) benefits immediately upon employment. This coverage is automatic and protects you in the event of an on-the-job injury or illness. This job-injury insurance is paid 100% by LCCS. If you cannot work due to a job-related injury or illness, WC insurance pays certain medical bills and provides a portion of your income until you can return to work (full or partial return to work). However, waiting periods for benefits and payment amounts may vary from State to State.

All injuries or illnesses arising out of the scope of your employment must be reported to your supervisor immediately or within twenty-four (24) hours of the incident. Your supervisor will contact LCCS Business Manager to begin processing the paperwork with the LCCS WC Insurance Carrier. Prompt reporting is the key to prompt benefits. Benefits are automatic, but nothing can happen until LCCS knows about the injury/illness and notifies our Insurance Carrier. Ensure your right to benefits by reporting every incident, no matter how small. Any delay in reporting an on-the-job injury/illness can result in a denial

of WC benefits by the Insurance Carrier administering this benefit.

If an employee incurs a job related injury or illness that requires he or she to be away from work for fourteen (14) consecutive days or more, LCCS may place the employee on a Workers' Compensation Leave of Absence and continued health insurance using the guidelines in the "Unpaid Leave of Absence (LOA)" section. An employee returning to work after being absent due to a work-related injury is to bring a doctor's note indicating that the employee is cleared to return to his/her normal duties.

An employee involved in and as well as any observers to a work-related incident will be required to complete the "Workers Comp Illness/Accident Report" form.

Unemployment Compensation
Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon termination of employment with the school. Eligibility for Unemployment Compensation is determined by the Division of Unemployment Insurance of the State Department of Labor of each State. The school pays the entire cost of this insurance program.

Social Security & Medicare Tax
The United States Government operates a system of mandated insurance programs known as Social Security and Medicare. Employees are required by law to contribute a set amount of his or her wages to these programs. LCCS is required to deduct this amount from each paycheck you receive. In addition, the LCCS is required to matches the employee contribution dollar for dollar, thereby paying one-half of the cost of his or her Social Security and Medicare benefits.

Holidays
A regular full-time employee who is not a teacher is eligible for holiday pay immediately upon employment. The following 11 holidays are recognized by LCCS as paid days off:

• Thursday & Friday before Easter
• Memorial Day
• Independence Day
• Labor Day
• Thanksgiving Day & the day after Thanksgiving
• Four days off between Christmas Day & New Year's Day with the 4 days including Christmas & New Year's Day

NOTE: Instructors do not receive Holiday or Vacation pay as they are paid based on the number of school days required by State law.

An employee may request time off to observe a religious holiday. If available, a full day of accrued Vacation or Personal leave may be used to observe a religious holiday; otherwise he or she can request a day off without pay.

If a holiday occurs during an employee's scheduled vacation, he or she is eligible for the holiday pay and it will be recorded as a holiday on the designated day rather than a

vacation day. If a holiday falls during a period of a Leave of Absence, Short Term Disability and/or Long Term Disability, the employee will not be paid for the holiday.

Vacation LCCS' Vacation Policy for regular full-time employees (excluding full-time teachers) provides Vacation benefits during a School Year (September 1 through August 31) as follows:
• An employee with less than five (5) years of service as of September 1st of each year will receive two (2) weeks (10 workdays or 80 hours) of vacation to use by August 31st of the next year or the vacation will be forfeited.
• An employee who has completed five (5) or more years of continuous service as of September 1st of each year will receive three (3) weeks (15 workdays or 120 hours) of vacation to use by August 31st of the next year or the vacation will be forfeited.
• A new employee who starts after September 1st of a School Year will be credited for 6.66 hours of vacation for each completed calendar month from date of hire until the end of the current School Year
(August 31st). These vacation days are eligible to be used immediately and must be used by August
31st or be forfeited.

LCCS will always try to allow the employee use his or her vacation time as desired, but vacations cannot interfere with the organization's operation. Therefore, employee's vacation must be approved by his or her supervisor according to any guidelines established by the supervisor. It is the employee's responsibility to keep track of vacation time not used.

If the employee provides at least two (2) weeks notice of his or her resignation of employment and meet the criteria in the section "Ending of Employment," LCCS will pay for his or her unused vacation time via LCCS' normal payroll process. If the employee is laid-off, LCCS will pay for his or her unused vacation time via LCCS' normal payroll process. If the employee is terminated, LCCS will not pay you for any unused vacation time.

An employee can only use hours that are credited. As such, LCCS will not advance vacation hours to an employee. If an employee needs additional time off beyond his/her credited vacation, the employee's supervisor can approve days off without pay.

Unused Vacation Days will not be paid in lieu of time off.

Personal Days
LCCS' Personal Day Policy for all regular full-time employees provides Personal Days during the School Year
(September 1 through August 31) as follows:
• Teachers employed during the month of September will receive four (4) Personal Days (32 hours) to use by
August 31st or the days will be forfeited.
• A teacher hired after September 30th will be credited with Personal Days that are available immediately for
use and must be used by August 31st based on a Date of Hire in the quarterly ranges as detailed

in the Employee Manual.

If the instructor provides at least 2 weeks notice of his or her resignation of employment and meet the criteria in the section "Ending of Employment," LCCS will pay unused Personal Days via LCCS' normal payroll process. If the instructor is laid-off, LCCS will pay you for your unused Personal Days via LCCS' normal payroll process. If the instructor is terminated, LCCS will not pay you for any unused Personal Days.

Unused Personal Days will not be paid in lieu of time off.

Sick Leave
LCCS' Sick Leave policy for regular full-time employees provides Sick Days during the School Year (September
1 through August 31) as follows:
• Instructors employed during the month of September will receive four (4) Sick Days (32 hours).
• An instructor hired after September 30th will be credited with Sick Days based on a Date of Hire in the
 ranges as detailed in the Employee Manual.

• Non-instructional staff employed during the month of September will receive four (4) Sick Days (32 hours).
• A non-instructional staff member hired after September 30th will be credited with Sick Days based on a Date of Hire in the ranges as detailed in the Employee Manual.

LCCS reserves the right to request documentation from an employee's physician to verify an illness or verify that an employee can return to full duties following an illness or injury.

Jury Duty
The School encourages each employee to fulfill his or her civic responsibilities by serving on Jury Duty if he or she receives a summons.
All employees will be allowed time off without pay to participate in Jury Duty Service. An employee can use any credited Vacation or Personal Days to make-up for any lost workdays while serving on a Jury.

Unpaid Leave Of Absence (LOA)

Occasionally for medical, personal, or other reasons, an employee may need to be temporarily released from his or her duties with LCCS. It is school policy for an employee to apply for and be considered for certain specific unpaid (i.e. unpaid by LCCS) leaves of absence.

Barring any state or federal laws to the contrary, only regular full-time employees will be granted a LOA with the following conditions and restrictions:
 1. A LOA is approved time away from the job without pay.
   2. During the LOA an employee may use unused Vacation or Personal Days.
   3. During the LOA, an employee does not accrue benefits such as Vacation and are not awarded Holiday or Personal Days from the official start of the LOA.
   4. The employee's prior seniority will be protected in the event he or she returns to LCCS

after your LOA. As such, LCCS will make every effort to hold an employee's position open, or return he or she to a similar position if one is available and
for which he or she may be qualified. However, return to the same or a similar position cannot be guaranteed. As such, the granting of a LOA cannot be considered a guarantee of reemployment at the end of the LOA.

5. The employee's Anniversary Date will be adjusted for each completed calendar month that the employee is away from LCCS for accrual related benefits or attendance related items.

6. During a LOA, the employee will also be responsible for paying the monthly premium for Health Insurance and Dental Insurance coverage under applicable COBRA guidelines, if the employee desires to continue the coverage, beginning on the 1st of the month following the official start of the LOA. The employee may be permitted to continue Short Term Disability and/or Life Insurance subject to the terms, conditions, and limitations of those plans.

A Leave of Absence officially starts with one of the two following events:

The 1st scheduled workday that an employee fails to report for work as a result of an injury or illness and then misses the next seven (7) consecutive calendar days with no hours worked as a result of the injury or illness. The 1st scheduled workday that an employee and supervisor agree to start a requested LOA.

A Workers' Compensation LOA will follow the same guidelines as stated in this section with the exception that the employee may be paid by the LCCS Workers' Compensation carrier during the period of LOA. Additionally, an employee on a Worker's Compensation LOA may be eligible for any unused time from his/her FMLA allotment and receive the rights and protections under the FMLA for up to 12 weeks.

Failure to return to work as scheduled from an approved LOA or to inform your supervisor of an acceptable reason for not returning as scheduled will be considered a voluntary resignation of employment.

All requests for a LOA shall be submitted in writing to the employee's supervisor, whenever possible, and approved by the Business Manager. Each request shall provide sufficient detail such as the reason for the leave and the expected duration of the leave.

If you accept any employment, begin a business, or work at any business venture while on a LOA from LCCS, you will be considered to have voluntarily resigned from employment with LCCS as of the day on which you began the employment, began the business, or 1st worked at any business venture.

Disability (Including Pregnancy) Leave of Absence
LCCS may grant an unpaid LOA for illness, disability, or pregnancy. To request a Disability LOA, the employee should submit or have someone submit for the employee, a statement of ill health or disability from your doctor. (Pregnancy is treated, for the purposes of this policy, the same as an illness or disability.) An approved Disability LOA may be
granted for up to twelve (12) weeks. If necessary, you may request extensions in thirty (30) day increments for a maximum of one (1) year. Whenever possible, you are required to give as much notice as possible of your pending need for a Disability LOA.

PCCS reserves the right to request a physician's statement prior to returning from a Disability LOA that the employee may return to his/her regular duties without jeopardizing the employee's health or safety.

Additionally, an employee on a Worker's Compensation LOA may be eligible for any unused time from his/her FMLA allotment and receive the rights and protections under the FMLA for up to 12 weeks.

Military, Reserves & National Guard
The School complies with all government regulations regarding military service, including Reserve and National Guard training. Leave of absence without pay for military or reserve duty is granted to full-time and part-time employees. If you are called to active military duty or to Reserve or National Guard training, you should notify your supervisor and submit copies of your military orders as soon as possible. You will be granted a leave of absence without pay for the period of military service, in accordance with applicable state and federal laws.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which you are otherwise eligible.

If you are on military leave for up to 30 days, you must return to work on the first regularly scheduled work period after your service ends (allowing for reasonable travel time). If you are on military leave for more than 30 days, you must apply for reinstatement in accordance with USERRA and applicable state laws.

When you return from military leave (depending on the length of your military service in accordance with USERRA), you will be placed either in the position you would have attained if you had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, you will be treated as if you had been continuously employed.

Personal Leave of Absence
In special circumstances, LCCS may grant a leave for a personal reason.

E. Identify the proposed faculty.

The proposed faculty will include the following:

Position Title	Year One	Year Two	Year Three	Year Four	Year Five
Instructor	16	38	86	112	138
Special Ed Teacher	4	10	20	25	30
Classroom Assistant	2	4	6	9	18
Reading Specialist	1	2	2	3	5
Chief Executive Officer	1	1	1	1	1
Business Manager	1	1	1	1	1

Custodian	1	1	3	6	6
Office Staff	2	4	6	8	10
Nurse	1	1	2	2	3
Technology Specialist	1	2	2	2	3
Parent Liaison	1	2	4	6	8
Director of Education	1	2	2	2	2
Director of Operations	1	2	2	2	2
Student Services	3	10	20	32	40
HelpDesk Staff	3	6	6	8	12
Homework Help Staff	3	6	6	8	15
Guidance/Entrepreneur-ship	1	3	12	15	16
Shipping	2	2	4	6	8
Special Ed Coordinator	1	1	1	1	1
Special Ed Admin Assistant	0	1	2	3	5
	47	**100**	**189**	**253**	**325**

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

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

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

Liberty Cyber Charter School seeks to adhere to the qualifications set forth by the Bureau of Teacher Certification and Preparation of the Pennsylvania Department of Education. No Child Left Behind's Highly Qualified Teacher Requirements states all public school teachers with primary responsibility for direct instruction in one or more of NCLB's core content areas are required to demonstrate that they satisfy the definition of a "Highly Qualified Teacher."

Elementary level teacher who teach all subjects to a particular grade, Middle and secondary-level teachers who teach all subjects to a particular grade, Special education teachers who provide direct instruction in one or more core content areas, ESL teachers who provide direct instruction in one or more core content areas, and alternative education teachers who provide direct instruction in one or more core content areas.

To satisfy the definition of a Highly Qualified Teacher, teachers must:
1) Hold at least a bachelor's degree;
2) Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II or Intern certificate but not an emergency permit); **and**
3) Demonstrate subject matter competency for the core content area they teach.

Liberty Cyber Charter School will take advantage of job search services specifically for educators such as REAP, which are created specifically for teachers, administrators and human resource personnel and who provide a searchable database of qualified applicants. The process to select qualified applicants will be completed by the CEO in coordination with the Board and administrative staff.

LCCS will hire an outside Human Resource firm to oversee working conditions, compensation packages as well as all Human Resource related policies and procedures to ensure compliance with labor laws.

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.

4. Code of Conduct:

A. Discuss any rules or guidelines governing student behavior.

The **Principle of Self-Government** is the guide governing student behavior.

"To govern is to direct and control, as the actions or conduct of men, either by established laws or by arbitrary will; to steer; to regulate the course or motion of a ship. The helm or the helmsman governs the ship. " Webster's Dictionary

Each student at Liberty Cyber Charter School learns as a helmsman of a ship to sail his own vessel by relying wholly on the navigation tools of established laws. As students mature they will learn to move from external governmental restraint to internal self-control. Self-control is the governing "North Star" guiding students towards safe shores.

Study of self-government will include:

- Economic awareness: learning to make good use of time and materials, being good stewards of the environment
- Entrepreneurship and Initiative: being habitually diligent in all work. Taking initiative to control and manage one's own time, rather than being told what to do (external controls versus internal control)
- Self-reliance and Confidence: the student accepts and welcomes responsibility of his or her own and by using his or her skills, actions and character makes the most of the opportunities available to him or her

In order for students to reach his/her potential, the school environment should be safe, orderly, and encourage the fullest possible educational development of each student. LCCS will not tolerate any actions from the student that in any way interferes with the delivery of educational services, jeopardizes the health, safety, and well being of any member of the school family, or threaten the integrity and stability of the school itself. These rules shall apply to any conduct during school hours, at any school activity, function, or event, off school grounds where the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of the students or staff, or disruption within the school.

LEVEL I 0FFENSES

I. Disruption

A. Students are expected to act in a courteous and peaceful manner toward staff, visitors, and each other. A student may not act in any way that disrupts or disturbs any educational or school related program or activity. Violations of this rule include, but are not limited to:

1. Disobedience

2. Disrespect
3. Lying/Cheating
4. Violations of attendance policy

II. Disruptive and/or Offensive Use of Language

A. Students are expected to communicate with school staff and each other, as they themselves should expect to be treated.
B. A student shall not curse or use vulgar, obscene, intentionally disruptive or offensive language in any school activity.
C. Students shall not send or pass on any offensive, sexually oriented, or threatening messages, pictures or symbols from any source.

III. Damage, Destruction or Theft of School or Private Property

A. Students are expected to respect school property and the property of others. Students shall not recklessly or intentionally cause or attempt to cause damage to, or deface school or private property, or steal or attempt to steal school or private property. Damage and defacement include graffiti, carving, tearing, cutting or otherwise marking such property.

B. Students may not harm or destroy data of another student or person, the Internet or other networks. This includes, but is not limited to, the creation, downloading or uploading of computer viruses. Computer violations of a criminal nature are treated as an aggravated offense under Rule 14.
C. Serious Damage, defacement or theft that interferes wit h the educational or safety rights of others will be treated as an aggravated offense under Rule 14.

VI. Fighting

A. Students are expected to refrain from physical confrontations. Two or more students who engage in a mutual confrontation involving intentional physical contact commit an offense under this rule. Each willing participant shall be subject to disciplinary action under this rule.
B. Where it is determined that any student or students were not willingly involved only the responsible student(s) will be subject to discipline. See also Rule 5 for unintended minor injuries. Rule 14 shall be applied where serious injury resulted or was likely to result regardless of whether the victim was a willing participant or not.
C. Where it is determined that a student is acting in reasonable self defense, no disciplinary action will be pursued for that student. Reasonable self defense shall be a defense only where the student had no opportunity to flee or otherwise avoid physical contact, and the force used was the minimum necessary to escape or avoid injury.

V. Reckless Conduct

A. Students are not only responsible for harmful actions they intend, but they are

also responsible for the reasonably foreseeable consequences of their reckless actions. A student may not act in a manner, which ignores the health, safety or welfare of any member of the school community by placing them in danger of injury, or pain.

B. Reckless conduct that risks serious injury or death, or serious property damage as described in Rules 3 and 4 will be treated as an aggravated offense under Rule 14.

VI. Tobacco Products and Paraphernalia

A. Students are expected to help keep their schools a safe and healthy place. A student may not possess, distribute, solicit or use any tobacco product. Possession, distribution or use of cigarette lighters matches, rolling papers, pipes, or other such paraphernalia is also prohibited.

VII. Possession of Drugs or Alcohol

A. Students are expected to help each other to be healthy and responsible citizens. A student may not have, use, distribute, solicit or be under the influence of any unauthorized prescript ion or non-prescription medication, drug, or any narcotic drug, hallucinogenic drug, steroid, growth hormone, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant or look alike substance of any kind.

B. Possession of a drug authorized by a medical prescription from a licensed physician and carried in the container sup. Non-prescription medications may only be possessed in the amount needed during the time in school for that day. Medications supplied by a pharmacist showing the name of the student and proper dosage, shall not be considered a violation of this rule where the supply carried by the student does not exceed the amount necessary for use during that school day. Non-prescription medications may only be possessed with a note from a parent or doctor. Non-prescription medications may not be distributed to other students, but are solely for the prescribed student's use.

C. A second violation of this rule will be treated as a Level II offense which provides for expulsion, or transfer to an alternative school placement for substance abuse programming.

D. Distribution of any of the above substances, or possession under circumstances indicating intent to distribute is an aggravated offense under Rule 14.

VIII. Academic Dishonesty/Abuse of Computer or Internet

A. Students are expected to maintain the highest standards of honesty in their work.

B. Forgery of papers, reports, tests or notes or any other forms of cheating and/or copying the work of another student or plagiarism from library, publication, or internet sources is prohibited and will result in disciplinary act ion as well as loss of academic credit.

C. Students are expected to respect the computer privileges given to them. All students must keep their passwords to themselves. It is against this rule to use another person's passwords or accounts. It is also against this rule to break into

("hack") other files or systems, to download copyrighted material, or to conduct a personal business enterprise using the school computer network. Students shall not go into any sites on the Internet, which contain sexually explicit material.

APPROVED INTERVENTIONS/SANCTIONS ACTION - LEVEL I
(Minimum to Maximum)

A. For any violation of a Level I offense, a student may face one or more the following corrective actions:
1. Meeting between the teacher and the student to discuss the student's behavior and expectations for improving his/her behavior;
2. Meeting between the student and the CEO;
3. Notice to parents informing them of the student's behavior;
4. Supervised mediation between the students involved;
5. Meeting with case worker or probation officer, where applicable and appropriate;
6. Suspension

LEVEL II OFFENSES

IX. Repeated School Violations
A. A student shall not continue to break any of Rules 1 through 8. Nor may a student repeatedly fail to follow direct ions given by any school staff member while the student is under school supervision. A student who continues to violate any of these rules after the school staff has attempted reasonable interventions to address the student's behaviors is subject to suspension or expulsion provided for level II offenses.

X. Harassment
A. No student shall engage in verbal or physical activity, which he/she should reasonably expect to have the effect of harassing, threatening the safety or maliciously damaging the reputation of any student, or staff member.
B. An aggravated incident is one in which would reasonable put a victim in fear for his/her safety or well being if the offender remains in the school.
C. Harassment or threats, for the purpose of this rule, includes a course of conduct, or a single aggravated incident. Harassment includes, among other things:
1. Unwelcome sexual advances, requests for sexual relations, sexual comments, sexually oriented gestures, sounds, remarks or comments about a student, staff member or visitor's sexuality or sexual experience;
2. Offensive expressions concerning a person's race, sex, religion, disability or national origin;
3. Efforts to intimidate bully or ridicule. (See Rules 11 and 14 for offenses involving other serious forms of sexual or physical misconduct.)
4. Threats include any attempt, by physical menace, or verbal intimidation or taunt, to put a member of the school community in fear of injury, pain or social ridicule. The intent ional posting on networks of the addresses or telephone numbers of fellow students or other members of

the school community is a violation of this rule.
5. This rule includes spoken and written messages including on any
bulletin board, flyer or notice; or computer networks, or displayed on a
student's personal belongings.
6. Threats to bomb, kill, injure or use dangerous or deadly weapons will
be reated as an aggravated offense under Rule 14.

XI. Indecent Assault or Indecent Exposure
A. All students must keep their hands and bodies to themselves at all times. No
student may touch the sexual parts of another person with any parts of his/her own
body or an object, or encourage another person to touch him/her in sexual part of
the body.
B. No student may show the sexual parts of his/her body to other persons in a
way that would offend them or in an effort to excite them. (See Rule 14 for
forcible or voluntary sexual acts.)

XII. Assault on School Personnel
A. A student shall not intentionally cause or attempt to cause physical injury or
pain to any school employee, or student employee acting in the scope of his/her
employment for the school. See Rule 5 for reckless conduct and Rule 14 for
assaults that may potentially result in serious injury or that are in retaliation for
participation in any official school related function.

XIII. Possession of a Weapon
A. Students shall not possess on their person, in their belongings, or in any
storage space provided by the school, any tool, instrument, implement or weapon
capable of causing serious injury or death. Such weapons, include, but are not
limited to: any knife, cutting instrument, cutting tool, nuchaku, firearm, shotgun,
rifle, stun guns, BB guns, starter pistols, harmful biological or toxic substances,
explosives, fireworks with the potential to injure or devices which may cause a
fire, and any other tool, instrument or implement capable of inflicting serious
bodily injury. The possession, use or attempted uses of a weapon or another
object not traditionally viewed as a weapon in a manner which causes or risks
injury will be treated as an aggravated offense under rule 14a or 14f.
B. Students may not bring compasses or sharp bladed or pointed scissors to
school. If these or similar sharp tools are needed for a lesson they will be provided
by the teacher for the limited period of the lesson. Students are also prohibited
from bringing look alike weapons to school and must comply wit h the provisions
of the School's Weapons Policy.
C. CEO's are required, under the Public School Code, to take the following steps
when a student is found in violation of Rule 13:
1. The student shall be detained;
2. Any incident involving possession of a weapon will be reported to
police immediately;
4. The student shall be suspended;
5. A Serious Incident Report will be filed;
6. Expulsion will be recommended pursuant to Pennsylvania's Safe
Schools Act.

D. The Serious Incident Report filed for incidents involving students found to be in possession of weapons shall include:
1. The circumstances of the possession and discovery of the weapon(s);
2. The action of the police in response to the call for their assistance;
3. The action taken by the school including contacts with the student's parent or guardian, and the filing of a report;
4. A picture or facsimile of the weapon.
5. Such incidents will also be reported to the PDE.

XIV. Aggravated Offenses
A. A student shall not engage in, or attempt to engage in, any conduct, which endangers the health, safety or welfare of any member of the school community, including but not limited to:
1. Attacks on any staff member, which results in injury, or places the person in danger of serious injury, or involves the use or attempted use of a weapon (including mace, pepper spray or laser pointer);
2. Selling or distributing any of the substances set forth in Rule 7 (drugs, alcohol or look alike substances) or possessing these items in sufficiently large quantities, or under circumstances which would indicate that they are not for personal use;
3. Setting any fire that potentially risks injury to any person or damage to any property;
4. Sexual acts:
a. Forcible acts, as to the offender, or,
b. Voluntary acts, as to each student;
5. Rob, steal or threaten someone to give money or property;
6. Assault on another student or other non-employee which results in serious injury or involves the use or attempted use of a weapon (including mace, pepper spray, or laser pointer);
7. Damage to school property which disrupts, impairs or prevents the school from carrying out any of its programs;
8. Retaliation against a school employee, witness or hearing officer for their participation in any investigation, academic or disciplinary proceeding where the student's action takes the form of assault, threats of bodily injury or death, telephone harassment or stalking or substantial property damage.
9. Threats relating to the planting of bombs, or other explosive devices, the use of any other weapon, including biological or toxic substances, or to kill or seriously injure any member of the school community.
10. The conduct of illegal activities via t he School's network.

APPROVED CORRECTIVE ACTION – LEVEL II
(Minimum to Maximum)
A. Placement of the student in an alternative education program
B. Placement in an alternative education program, including a remedial disciplinary program.
C. Suspension or Expulsion from the School.
D. In the case of violations of Rule 10 or Rule 11 in addition to A or B above,

the counselor shall refer the student to an appropriate counseling program. The counselor at the receiving school shall monitor the referral to assure the student's participation.

Due Process
The Pennsylvania Code gives charter schools the authority to make reasonable and necessary rule regarding the conduct of students, which rules must be fair and reasonable, which is defined as using a rational means to accomplish a legitimate school purpose. The charter school must publish and distribute t he code of conduct to students and parents and make copies of the code of conduct available on the school's web site. Student discipline must be based on applicable provisions with in the student code of conduct.

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

Suspension - The Pennsylvania Code defines suspension as exclusion from school for a period of from 1 to 10 consecutive school days. Suspensions may be given by the CEO or person designated by the CEO. No student shall be suspended until the student and parent have has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
The Pennsylvania Code further requires that the parents be notified immediately, in writing, when the student is suspended. When the suspension exceeds three (3) school days, the student and the parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in the Pennsylvania Code. The school shall offer to hold the informal hearing within the first 5 days of the suspension. Suspensions may not be made to run consecutively beyond the ten school day period. Students shall have the responsibility to make up exams and work missed while suspended and shall be permitted to complete assignments within the guidelines established by the school board.
Expulsion - The Pennsylvania Code defines expulsion as exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under the code. During the period prior to the hearing and decision of the board of school directors in an expulsion case, the student 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 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. Any student so excluded shall be provided with alternative education which may include home study.
Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.
Informal Hearing - The Pennsylvania Code explains the informal and formal hearing requirements. The Pennsylvania Code makes it clear that the purpose of the informal

hearing is to enable t he student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is meant to encourage the student's parents or guardian to meet with the CEO to discuss ways by which future offenses can be avoided. The following due process requirements are to be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student;
- Sufficient notice of the time and place of the informal hearing shall be given;
- A student has the right to question any witness present at the hearing;
- A student has the right speak and produce witnesses on his own behalf; and
- The school shall offer to hold the informal hearing within the first five days of the suspension

Formal Hearing: The Pennsylvania Code states that education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process. Therefore, a formal hearing is required in all expulsion actions. This formal hearing maybe held before the board of school directors or an authorized committee of the board, or a qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student.
The following due process requirements are to be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's parents or guardian by certified mail
- Sufficient notice of the time and place of the hearing must be given;
- The hearing shall be held in private unless the student or parent requests a public hearing
- The student has the right to be represented by counsel;
- The student has the right to be presented with the names of witnesses against the student, and the copies of the statements and affidavits of those witnesses;
- The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined;
- The student has the right to testify and present witnesses on his own behalf;
- A record must be kept of the hearing, either by a stenographer or by tape recorder
- The student is entitled, at the student's expense, to a copy of the transcript and
- The proceeding must be held with all reasonable speed.

Where the student disagrees with the results of the formal hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.

Disciplinary Records

All official disciplinary records for incidents involving the possession of a weapon or acts of violence, shall remain in the student's permanent record (pocket), and must be transferred with the student to any school to which the student enrolls. They shall also be released to any other school upon request if the student is enrolled in the school or district or by permission of the student's parent or guardian if the student is not enrolled.

Special Education

LCCS recognizes that when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program (IEP), behavior support plan, Chapter 711 and federal law and Board policy. Protections available under Chapter 12 of the Pennsylvania Code, otherwise applicable to regular education students, apply to special education students as well.

LCCS shall comply with provisions of the Individuals With Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and federal and state regulations when disciplining students with disabilities for violations of school policy or school rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is determined to be a manifestation of his or her disability.

LCCS shall comply with all applicable laws pertaining to the discipline of students with disabilities. Current guidelines to be followed are outlined below. LCCS administration will consult with its solicitor regarding the discipline of special education students as these guidelines are subject to change:

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

School personnel may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities).

A change in placement requires a prior written notice (a Notice of Recommended Educational Placement or "NOREP"). [The exclusion of a child with mental retardation who attends a charter school, for any amount of time is considered to be a change in placement and requires prior written notice (assuming the disciplinary event does not involve drugs, weapons and/or serious bodily injury).] If the parent does not agree with the change in placement on the Notice of Recommended Educational Placement (NOREP), the child remains in the existing placement until due process is completed, unless school officials take further action and go to court. A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs and/or serious bodily injury.

If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities although it may be provided in an interim alternative educational setting.

A child with a disability who is removed from the child's current placement (irrespective of whether the behavior is determined to be a manifestation of the child's disability) shall: (i) continue to receive educational services, as provided, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and (ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

MANIFESTATION DETERMINATION— In general, within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team (as determined by the parent and the School) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—
(I) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
(II) if the conduct in question was the direct result of the School's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either subclause (I) or (II) is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION.—If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall—
(i) conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described above;
(ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
(iii) return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

SPECIAL CIRCUMSTANCES.—School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child—
(i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or School;

(ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or

(iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

NOTIFICATION.—Not later than the date on which the decision to take disciplinary action is made, the School shall notify the parents of that decision, and of all procedural safeguards accorded.

DETERMINATION OF SETTING.—The interim alternative educational setting shall be determined by the IEP Team.

APPEAL.— The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or a School that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing.

AUTHORITY OF HEARING OFFICER.— A hearing officer shall hear, and make a determination regarding, an appeal requested.

CHANGE OF PLACEMENT ORDER.—In making the determination, the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may— (I) return a child with a disability to the placement from which the child was removed; or (II) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

PLACEMENT DURING APPEALS.—When an appeal has been requested by either the parent or the School—

(A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided, whichever occurs first, unless the parent and the School agree otherwise; and

(B) the School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the School had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

A School shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred—
'(i) the parent of the child has expressed concern in writing to supervisory or administrative personnel of the School, or a teacher of the child, that the child is in need of special education and related services;
(ii) the parent of the child has requested an evaluation of the child; or
(iii) the teacher of the child, or other personnel of the School, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of such agency or to other supervisory personnel of the agency.

A School shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and it was determined that the child was not a child with a disability.

If a School does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

Nothing shall be construed to prohibit the school from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

To the extent that anything in these policies could be constructed to conflict with applicable state and/or federal laws, the applicable state and/or federal laws control.

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

22 § 11.1 STATE BOARD OF EDUCATION requires public prekindergartens, when offered, and kindergartens, elementary and secondary schools shall be kept open each school year for a minimum of 180 days of instruction for students. Liberty Cyber Charter School requires students to follow the school calendar, which is a minimum of 180 days of instruction. Students may access their coursework throughout the school year and have the flexibility to complete their coursework from the opening to closing day of each school year.

See Attendance Policy Pages 101-105

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.

5. Timetable:

A. 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.

SCHOOL STARTUP TIMELINE

SITE ISSUES			
OBJECTIVE	**TIME FRAME**	**ASSIGNED TO**	**COMMENTS**
Acquire temporary office space	April 2008	Board	Current site is available until School site is identified
Identify site	April 2008	CEO/founders	
Financing secured	April 2008	Board	
Preliminary inspection made	May 2008	CEO/founders	
Signed lease/purchase & sales agreement	May 2008	Board	
Issuance/awards of bids for renovation	May 2008	Board	
Final inspection and occupancy certificate	June 2008	CEO/founders	
Completion of renovations	June 2008	CEO	
Acquisition of furniture and materials	June 2008	CEO	
Phone lines/numbers	June 2008	CEO	
TI line research and installation plan	Upon receipt of Charter	CEO	
Utilities: • Electric • Gas/Oil • Water • Sewer	May 2008	CEO	

Building Services: • Trash • Cleaning • Local electrician • Local plumber • HVAC contractor • Locksmith • Snowplowing	June 2008	Founders	
Cert. Of Occupancy to DOE	June 2008	Director of Operations	
First day of school	September 10, 2008	CEO/Board	

ADMINISTRATION			
OBJECTIVE	**TIME FRAME**	**ASSIGNED TO**	**COMMENTS**
Hire attorney	June 2008	Board	
Submit grant application	Upon receipt of Charter	Board	
Execute management agreement with consultants	April 2008	Board	
Adopt Certificate of Incorp. And By-Laws	November 2007	Board	
Establish board meeting schedule	November 2008	Board	
Adopt school policies: • Code of Conduct • Salary schedule • Identify required policies • Establish policies • Student calendar	April 2008	Board	
Approve: • Management agreement • Start up budget • Bids for furniture • Bids for computers • Enrollment meeting schedule • Costs for marketing	May 2008	Board	

• Annual Board meeting schedule • Dress code			

EDUCATIONAL/OPERATIONS PROGRAM			
OBJECTIVE	**TIME FRAME**	**ASSIGNED TO**	**COMMENTS**
School Website	Upon receipt of Charter	CEO	
Finalize curriculum adoption	May 2008	Board	
Determine assessment mechanism	July 2008	CEO	
Parent/Student curriculum and orientation meetings	July and August 2008	CEO	
Administer base line assessment	September 2008	Director of Education	
Order: • Curriculum materials • Classroom/Office equipment • Computers • Consumables	July 2008	CEO/Director of Operations/Director of Education	

ADMISSIONS			
OBJECTIVE	**TIME FRAME**	**ASSIGNED TO**	**COMMENTS**
Hold informational/enrollment meetings	beginning in March 2008	Director of Operations	
Establish telephone number	March 2008	CEO	
Approve brochure	Upon receipt of Charter	CEO	
Adopt enrollment form	Upon receipt of Charter	Board	
Implement marketing & PR strategy	Upon receipt of Charter	CEO/Board	
Adopt parent/student handbook	August 2008	Board	
Initial enrollment deadline	To be determined	Board	
Hold lottery	To be	Board	

	determined		
Send admission letters	Beginning in April 2008	Director of Operations	
Send PDE an enrollment report	October 2008	Director of Operations	
Request student records	Request sent to Student's former school upon completion of student enrollment process at LCCS	Director of Operations	

STAFFING			
OBJECTIVE	**TIME FRAME**	**ASSIGNED TO**	**COMMENTS**
Determine employer for staff	CEO/Board begins employment of staff May 2008	Board	
Identify Director of Education, Director of Operations	Upon receipt of Charter	Board	
Advertise teachers' positions	Upon receipt of Charter	Director of Education	
Start interviewing teachers	May 2008	CEO	
Extend offers to teachers	June 2008	CEO/Board	
Summer intensive teacher training	June –August 2008	CEO	
Employees to DOE	Fall 2008	Director of Operations	
First staff evaluation	February 2009	CEO	
Second staff evaluation	June 2009	CEO	

FINANCIAL MANAGEMENT			
OBJECTIVE	**TIME FRAME**	**ASSIGNED TO**	**COMMENTS**
Identify check signers (2-3)	April 2008	Board	

Arrange insurance	Upon receipt of Charter	CEO	
Identify and hire auditor	Upon receipt of Charter	Board	
Establish payroll	May 2008	CEO	
Forms (PO's, expense forms)	Upon receipt of Charter	Business Manager	
Open account	Upon receipt of Charter	CEO	
First year budget	Submitted to Board June 2008	CEO/Business Manager	
Produce financial reports	Monthly at board meetings	Business Manager	
Petty cash fund	July 2008	Business Manager	
Installation of computerized budgeting program	April 2008	Business Manager	
Training on program	April 2008	Business Manager	

HEALTH & SAFETY			
OBJECTIVE	**TIME FRAME**	**ASSIGNED TO**	**COMMENTS**
Adopt health/safety handbook	April 2008	Board	
Send medical forms to parents	April 2008	Nurse	
Check for completeness	Upon enrollment	Nurse	
Identify medical resources	Sept 2008	Nurse	
Health and fire inspections	October 2008	Nurse	
Staff first aid training	November 2008	Nurse	
Fire drill policy/schedule/route	July 2008	Director of Operations	
Building/lessors insurance	May 2008	Business Manager	
Liability insurance	Upon receipt	Business	

	of Charter	Manager	
Workers compensation insurance	April 2008	Business Manager	
Health insurance	April 2008	Business Manager	

6. Safety:

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

- 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.

Insert Safety Requirements Appendix H.

7. School Health Services

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

Liberty Cyber Charter School will adopt a plan for providing school health services that complies with Article XIV of the Public School Code. One full time Certified School Nurse will be on staff for every 1500 students.

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

Liberty Cyber Charter School nurse will be on staff to complete health forms and set policies and procedures for the School Health Services, complete yearly student health records, and complete PDE and PA Health Department Reporting.

<div align="center">

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a cyber charter school known as
Liberty Cyber Charter School

</div>

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1745-A, the Board of Trustees of the (insert name of cyber charter school) is hereby granted a Charter to operate a cyber charter school located at _____, for the period commencing on _____ and ending on _____. The grant of this charter was approved by the Pennsylvania Department of Education on _____.

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

1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A through 17-1751-A , any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;

2) the granting of this charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Pennsylvania Department of Education or the State Charter School Appeal Board. Said Application is attached hereto as *Appendix A* and is incorporated herein by reference as if fully set forth;

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

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

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

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ of 2007.

ATTEST: BOARD OF TRUSTEES:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

ATTEST: PENNSYLVANIA DEPARTMENT OF
                                           EDUCATION

_____   _____
                                           Gerald L. Zahorchak, Secretary