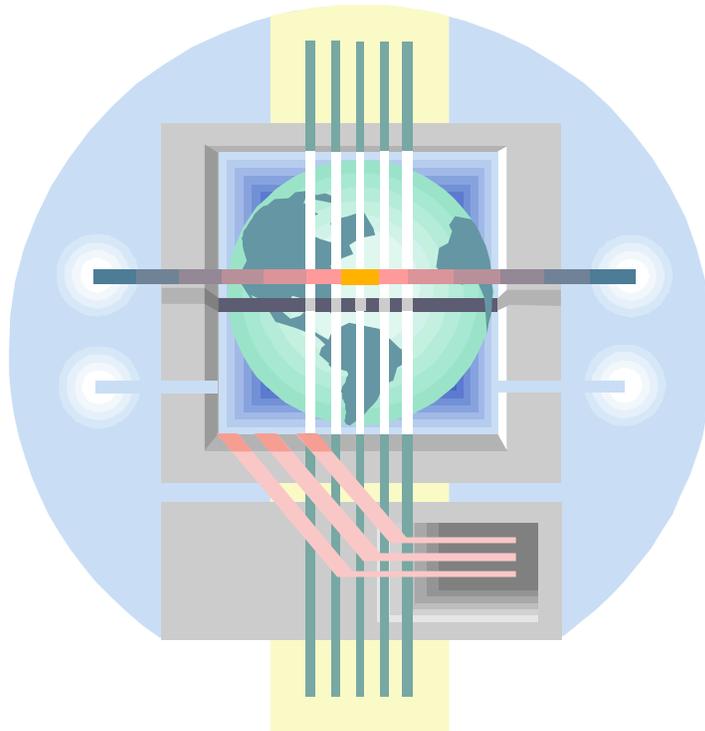


Commonwealth of Pennsylvania
Department of Education
Cyber Charter School Application
2006



Inspiring productive, fulfilled, life-long learners

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2006 Cyber Charter Schools Requirements and Application

Introduction

This application format serves as the framework for the official 2006 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 2006 Cyber Charter School Application is Monday, October 2, 2006. 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
(717) 705-2881
gspadafore@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. Notwithstanding 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:

1. 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.
2. The number of courses required for elementary and secondary students.
3. An explanation of the amount of online time required for elementary and secondary students.
4. The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.
5. A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips or study sessions.

Instructions and Application Requirements Cyber Charter Schools (Continued)

6. The technology, including types of hardware and software, equipment and other materials which will be provided by the cyber charter school to the student.
7. A description of how the cyber charter school will define and monitor a student's school day, including the delineation of on-line and off-line time.
8. A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment test, including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.
9. The technical support that will be available to students and parents or guardians.
10. The privacy and security measures to ensure the confidentiality of data gathered online.
11. The level of anticipated enrollment during each school year of the proposed 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.

The mission of the IDEA Cyber Charter School is to view education as an holistic paradigm; addressing its students' individual academic, social and emotional needs while recognizing their individual and collective life experiences. It is imperative that we continue to assist our students in personal development from their own life experiences and challenges, instilling in them the belief that they have the capacity for self-actualization and the personal responsibility to be productive, contributing, accountable members of society.

In order to accomplish these goals, the core values and beliefs, vision and mission of the IDEA Charter School will be a dynamic operating, representative, democratic model, serving to empower students and staff to create a sense of community allowing students to grow, while functioning daily in a microcosm of American society. By permitting an active role and voice in the decisions that directly affect their education and lives, our students will develop a sense of ownership of their education and their school, while demonstrating an increased commitment to education and lifelong learning. Aligned with the Pennsylvania Standards and Anchors, personalized to and derived from individual student goals and interests, interwoven with real life opportunities that stimulate creativity, each student's innate genius will be maximized. The IDEA Cyber Charter School will thereby empower each student to be all they are capable of being through encouragement, inspiration, imagination, succor and social responsibility.

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.

IDEA Cyber Charter School has a full time Development Director and a program intended to continue to raise money so that our students will have their educational needs met, as well as other needs, which, when unmet impede and create barriers to authentic education. The programs that are currently identified by the Fund Raising Department for ongoing financing and acquisitions are:

- Building and Grounds
- Funding the school and related operations
- Equipment and Furniture
- Materials Resource Center (a storehouse to be used to meet the needs of families in crisis situations)
 - Gifts in Kind – from businesses and other community based organizations
- Pregnant and Parenting Teen Program
- Student Opportunity Fund, including exchange programs
- Sponsor a Student Program
- Crisis Fund
- School Bus Fund
- Camp Fund (for student, parent/paraeducators and staff trainings)
- Discovery Field Trip Fund
- Gifts to celebrate students for:
 - Accomplishments
 - Special Events
 - Birthdays

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 IDEA Cyber Charter School Date September 25, 2006

Authorized Representative _____
Shari Draayer, MA, ABD, President

I. SCHOOL DESIGN

Mission Statement: The mission of the IDEA Cyber Charter School is to view education as an holistic paradigm; addressing its students individual academic, social and emotional needs while recognizing their individual and collective life experiences. It is imperative that we continue to assist our students in personal development from their own life experiences and challenges, instilling in them the belief that they have the capacity for self-actualization and that they have a responsibility to be productive, contributing, accountable members of society.

In order to accomplish these goals, the core values and beliefs, vision and mission of the IDEA Charter School will be a dynamic operating, representative, democratic model, serving to empower students and staff to create a sense of community allowing students to grow, while functioning daily in a microcosm of American society. By permitting an active role and voice in the decisions that directly affect their education and lives, our students will develop a sense of ownership of their education and their school, while demonstrating an increased commitment to their education and lifelong learning. Aligned with the Pennsylvania Standards and Anchors, personalized to and derived from individual student goals and interests, interwoven with real life opportunities that stimulate creativity, each student's innate genius will be maximized. The IDEA Charter School will thereby empower each student to be all they are capable of being through encouragement, inspiration, imagination, succor and social responsibility.

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

We plan to use a New Paradigm approach to every facet of IDEA; that being to include the participants in the planning (parents and students are currently participating) of this school. In so doing, we are creating an atmosphere of ownership among parents and students. We believe that when students own their education they concomitantly take more responsibility for it. This is a concept that has been successful in numerous sectors of our society. Habitat for Humanity is built on this philosophy and has been enormously successful in ending poverty for millions of people to date. New Paradigm research has shown to be not only the most accurate in predicting outcomes but also in influencing the participants to make changes that improve their own lives. Thus, we believe that the greater the participation by parents and students with touchstones, teachers, student services, student resources and other administrators, the greater and higher the outcomes for success will be.

To test this philosophy, IDEA will be set up from the foundation, for gathering meaningful data for research. These data will be analyzed and scrutinized continuously to inform decisions, plans and projects for students in particular, and for the school at large. We will be able to be proactive and conduct effective problem solving before any child's education (i.e., truancy or excessive absences) or any area of the school would become a crisis.

The Executive Team will make the administrative decisions for the school and each member will have equal voting and inclusion into the decisions being made. This Team will set the example of team work that will be nurtured and developed by the staff, faculty and ultimately the students and families. No one person will be left with the "lion's share" of any project because everyone will cooperate to make the school work to the advantage of the students. We recognize that the design we have created is profoundly work intensive AND that the outcome for the students holds the potential to be the most rewarding work in cyber education to date. With this plan, students, parents, administrators, faculty and staff will all have greater levels of measurable happiness, fulfillment and success. By design, every student, parent and employee and board member will be supported, nurtured and developed.

The Board of Directors will provide governance and be the policy-making authority of the school. They will meet monthly, abiding by the regulations set forth in the bylaws of the school and the Sunshine Act. All board meetings will be conducted according to Robert's Rules of order. The Board meetings will be open to, and participation will be encouraged and fostered by staff, faculty, administrators, parents, students and the public.

except during executive sessions. This will provide our Board a well rounded and informed platform on which to base policy.

The Executive Team will answer to the Board of Directors. The Executive Team will be made up of the Executive Director, Executive Principal, Elementary Vice- Principal (K-6) and Secondary Vice- Principal (7-12). The Executive Team will provide support for the Special Education Director, Student Services Director, Technology Director, Financial Director, Development Director, Director of Human Resources and Operations, Director of the Guidance Department, Virtual Family Program Director, and the Director of Staff Day Care and the Tutoring Center. These Directors will also work as a team so that the needs of the students are met in the most stellar manner. The Director's Team will also provide modeling of teamwork for staff members within each of their departments.

The IDEA Cyber Charter School will operate 365 days a year and students with the guidance along with their parents will be allowed to choose which 180 or more days they wish to work on their education. This supports our foundation of students owning their education. It also provides for most students being able to achieve perfect attendance which will be magnificently celebrated at IDEA. Students will set quarterly attendance goals which, if reached, will also be celebrated and rewarded through student developed reward program

Maintaining a year round school will provide students with many opportunities:

- Students who struggle will have the additional support they need to learn and own the concepts that will provide them with the foundations they need to succeed academically.
- Students with attention deficit will benefit enormously because they will be able to spread out the days they work effectively in lieu of the hours in a day when they are no longer effectively productive.
- Students who need enrichment will have the resources and support available that they need to shine and flash their genius about.
- Highly motivated students will have the opportunity to progress more quickly and to take more courses of interest to them or that will benefit them as they prepare for post-secondary education.
- Students who wish to do so will be able to complete college courses while still attending high school; thereby allowing students who might not otherwise be able to afford college the vision and opportunity to do so with the support of their high school education team. This will open the door to scholarship monies as well.
- Students who face health challenges that would otherwise limit their education will have opportunities to study when they able to do so.
- It will be enormously beneficial to students who are employed and working.
- Students who are incarcerated will be able to develop in very positive ways which will provide them with vision, preparation and opportunity that can propel them to be productive, contributing members of society.
- Most students will be able to attain perfect attendance.
- Because it will cost more money than IDEA will be receiving to operate a school it will also provide students with opportunities for fundraising to support a program that is benefiting them directly while also leaving a legacy for future generations of students because they have contributed to its success.

The staff at IDEA will be trained to acknowledge that truancy is not necessarily effectively managed with punitive consequences. Reasons for truancy vary greatly and at IDEA we recognize that a connection with the school through a touchstone, teacher or other staff member will allow truant students not only to develop a sense of community, belonging and ownership, but will also allow the touchstone or staff member to determine the root causes of the truancy and address those rather than handling truancy with punishment. Additionally, students who show consistent improvement in attendance after a truancy issue will be celebrated for improvements not just for perfection. At IDEA we will attempt to build a culture which promotes an enhanced quality of learning and we are confident that positive reinforcement, a sense community, modeling, a clear understanding of the intrinsic personal benefits of education and ownership of their education will help us to meet that goal.

One of the innovative methods of learning which IDEA will offer their students will be the Learning Activities Programs (LAPS). LAPS will offer multiple formats through which students will be able to demonstrate mastery of concepts. For each major concept, assignments will be developed in multiple formats that enable students to choose different assignment formats for different concepts. Some possible assignment formats would be an artistic assignment such as a poster, or collage, a memorization format like spelling words or basic computation assignment, a written format such as an essay or paper, and a testing format such as multiple choice or open-ended questions. LAPS would include multiple concepts. Students will be instructed that they may choose a preferred assignment method for each concept in the LAP with the provision that they complete a minimum number of each type of assignment formats to ensure that they vary their methods of demonstrating concept mastery.

The LAPS method of offering assignments will allow students to display mastery of concepts in the medium in which they are most comfortable to increase their level of success and confidence while encouraging them to expand their abilities by trying new forms of presentation. The high level of choice and control of their education will help to keep students involved and active participants in their own education.

LAPS are consistent with IDEA's mission of individualizing education to enhance student's success. Teachers have the ability to design the required quantity of assignment formats to help students to continue to develop new skills and confidence.

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.

When students enroll at IDEA they will be assigned a team to work with them to assess current levels by use of standardized testing that will be repeated again in the spring to measure growth and inform placement for the coming educational year. Students will also be given an interest inventory and interview to support them as they participate in the development of their CPI. The team will consist of a teacher, a guidance counselor or specially trained guidance representative, and a technical support representative.

The purpose of the team is four fold: 1) to get to know the student and their family; 2) to assess current levels of academic progress; 3) to orient the student and their family to the joys and challenges of cyber education and to their rights and responsibilities at IDEA, to the standards and benchmarks and other laws governing their education in PA, to their curriculum which will be determined by testing results, academic history, student interests and goals and the technology provided – which will be set up and explained.

Curriculum that is not delivered at the time of the placement team meeting with students and their families will be ordered so that students receive it before the beginning of school or within 15 days of placement in IDEA Cyber Charter School.

By using this plan of customizing every student's educational program, IDEA will equip, motivate, prepare, nurture and inspire every student to develop their genius and become all they are capable of being.

Instruction will take place via the internet, textbooks, classrooms, collaboration with teachers, experts in particular fields of study from around the world, and fellow students. Most formal meetings with teachers will take place via the internet in the student's home, video conferencing with students in classes, small groups or individually.

IDEA Cyber Charter School will serve students from kindergarten through twelfth grade, drawing from every part of the state of Pennsylvania. The founders of IDEA Cyber Charter School have designed the school to serve many students with many different kinds of needs. These students will include but are not limited to: students who are temporarily (short or long term) or permanently homebound because of illness or disability; pregnant and/or parenting teens, students with behavioral health needs, young people who are incarcerated, youngsters who have non-academic interests and talents they wish to pursue where flexibility of attendance is necessary, students who need to work while attending school and students at risk for dropping out, being or becoming involved with law enforcement and the judicial system, and others for whom brick and mortar education is difficult or even impossible,

IDEA will be prepared to enroll 100 students in each grade from kindergarten through 12th grade by July 1, 2007. IDEA Cyber Charter School will be sectioned into an elementary school, a middle school and a high school with student government at developmentally appropriate levels in each section. We will provide infrastructure and staffing to be able to increase enrollment of students by 10% each year for the first five years if the demand so warrants.

IDEA Cyber Charter School will equip, prepare and launch each student for the continuing education program they wish to pursue. In addition to academic preparation, IDEA students will have opportunities for internships, participation in cooperatives, community service and volunteerism. Our Director of Development is building a Student Opportunity Fund so that students will have support to participate in both academic and non-academic opportunities while at IDEA and for a robust scholarship program to support and propel our students on to reach their goals after they graduate.

2. Measurable Goals and Objectives:

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

Explanation: Develop clear measurable goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.

IDEA Cyber Charter School will adhere to Pennsylvania's academic and curricular standards. The founders wish to promote learning without a fear of failure. The concept of goals and objectives is to promote learning and monitor progress so that adjustments can be made in order to not only make sure students are making progress but to intervene when there is a risk of falling behind.

For the foundational model of pedagogy which teachers, paraeducators, touchstones, TA's and the Special Education Department will all be trained and in-serviced, the founders of IDEA Cyber Charter School have chosen the Authentic Education model of Understanding by Design. This program is designed to make schools better by providing educators with state-of-the-art educational thinking, tools, and training. We are confident that this program will equip our educators to tackle the challenging issues we face as cyber educators. This model is consistent with our commitment to make students and student improvement performance a central focus of the school.

On an annual basis, IDEA Cyber Charter School's administration, faculty and staff will continue to assess, our program and supports, and to assure that we persist in our commitment to nurture improvement of all students' learning and demonstration of that learning – including by test results. The procedure for accomplishing this will include reviewing the curriculum in relationship to test standards/scores and other measures of learning progress. IDEA will continue to purchase supplemental materials and support teachers working collaboratively during test administration to assure our testing procedures are designed and implemented to give the students the best opportunity for authentic success within the test guidelines.

The educational program for IDEA Cyber Charter School includes curriculum aligned with the PA Standards and Benchmarks as follows:

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

1. Clear Measurable Goal	2. Strategies and Interventions	3. Performance Indicators	4. Results and Progress
A 4 year HS graduation rate equal to or higher than 70% eventually but seeking to improve by 5% each year until goal reached.	Student Success Teams, Touchstones, TA’s, Teachers, high levels of relationships	The percentage of students receiving a diploma after attending IDEA HS for four years will be 70% or better	

1. Clear Measurable Goal	2. Strategies and Interventions	3. Performance Indicators	4. Results and Progress
5% increase from initial local assessment grades to final local assessment grades in reading, writing and math.	Programs to reach goals, tutoring, lesson assistance, online programs, co-ops in the student’s community, internships & volunteerism	Year-end assessment results will demonstrate an overall 5% increase in each subject area from the results of the initial or previous assessments.	

1. Clear Measurable Goal	2. Strategies and Interventions	3. Performance Indicators	4. Results and Progress
The percentage of students failing a grade will decrease by 5% annually	All programs, teachers, touchstones, para-educators, principals, guidance counselors, community involvement, camps, everything we do.	Assessment testing, student grades, promotion rate	

1. Clear Measurable Goal	2. Strategies and Interventions	3. Performance Indicators	4. Results and Progress
Student attendance in school will be at 80%	Year round school; students choose the 180 or more days they attend; when absences are necessary from those chosen days – students can choose additional / makeup days.	Quarterly overall school attendance data assessments.	

1. Clear Measurable Goal	2. Strategies and Interventions	3. Performance Indicators	4. Results and Progress
Attendance at PSSA testing will be at 95% or better	Contact with students, explaining the importance of the testing to student, testing facilities within one hour's drive of the student's home and flexible scheduling, school will pay for accommodations when necessary, rewards for attendance.	95% of students will attend the PSSA testing	

1. Clear Measurable Goal	2. Assessment Evidence	3. Supervision & Support	4. Student Objectives
Educational delivery will be accomplished via Understanding by Design principles across the curriculum	All lesson plans and units across the curriculum will be written in UbD formats.	All teachers, touchstones and para-educators will be trained in UbD	.

1. Clear Measurable Goal	2. Assessment Evidence	3. Supervision & Support	4. Student Objectives
PA Standards and Benchmarks will be incorporated into the design of all lesson plans.	All lesson plans will indicate the PA Standards upon which their objectives are based	Teachers will have access to UbD Exchange (or an equivalent) to facilitate lesson planning in accordance with the PA Standards	

1. Clear Measurable Goal	2. Assessment Evidence	3. Supervision & Support	4. Student Objectives
-Various curricula sufficient to choose appropriate levels and teaching styles for CPI's for each student. - Teachers will create units for different curricular areas.	Curriculum will be purchased from high quality publishers aligned to the PA Standards - Trained teachers will be responsible for creating and teaching lessons using a unit approach.	The placement team will conduct assessments, interviews in conjunction with students and parents will select best choices for each student.	

1. Clear Measurable Goal	2. Assessment Evidence	3. Supervision & Support	4. Student Objectives
Via the Constructivist method, students will actively participate in learning	Teacher/student made rubrics, individual products, collaborative group work, student created presentations	Teachers and others will establish an atmosphere that encourages students to ask questions.	

1. Clear Measurable Goal	2. Assessment Evidence	3. Supervision & Support	4. Student Objectives
IDEA staff and faculty will develop substantive relationships with students beginning at initial placement.	Relationships with students and parents will begin with the Placement Team and continue with Touchstones, teachers and other staff.	Students will receive support from touchstones, who will receive support from teachers and principals.	

1. Clear Measurable Goal	2. Assessment Evidence	3. Supervision & Support	4. Student Objectives
Students will take age and ability-appropriate responsibility for their own education.	-Students will participate in the design of their CPI's -Choose the 180 or more days that they will attend school - Arrange make up days when they miss a day.	Students will receive support and assistance including organizational skills training, keeping records of course assignments and testing.	

Academic Goal

- 1) Each student will demonstrate proficiency in mathematics as it relates to their grade level expectations. Alternative learners will demonstrate improvements as it relates to their individual ability.

Academic Objective

- 1) Each student will demonstrate proficiency in math concepts by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with focus.

Academic Goal

- 2) Each student will demonstrate proficiency in writing as it relates to their grade level expectations. Alternative learners will demonstrate improvement in relationship to their individual ability.

Academic Objective

- 2) Each student will demonstrate proficiency in writing concepts by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with attention.

Academic Goal

- 3) Each student will demonstrate proficiency in reading as it relates to their grade level expectations. Alternative learners will demonstrate improvement in relationship to their individual ability.

Academic Objective

- 3) Each student will demonstrate proficiency in reading concepts by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with attention.

Academic Goal

- 4) Each student will demonstrate proficiency in the study of language as it relates to their grade level expectations. Alternative learners will demonstrate improvement in relationship to their individual ability.

Academic Objective

- 4) Each student will demonstrate proficiency in language by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with attention.

Academic Goal

- 5) Each student will demonstrate proficiency in visual and performing arts as it relates to their grade level expectations. Alternative learners will demonstrate improvement in relationship to their individual ability.

Academic Objective

- 5) Each student will demonstrate proficiency in visual and performing arts by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with attention.

Academic Goal

- 6) Each student will demonstrate proficiency in the sciences as it relates to their grade level expectations. Alternative learners will demonstrate improvement in relationship to their individual ability.

Academic Objective

- 6) Each student will demonstrate proficiency in the sciences by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with attention.

Academic Goal

- 7) Each student will demonstrate proficiency in social studies as it relates to their grade level expectations. Alternative learners will demonstrate improvement in relationship to their individual ability.

Academic Objective

- 7) Each student will demonstrate proficiency in social studies by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with attention.

Academic Goal

- 8) Each student will demonstrate proficiency in technology as it relates to their grade level expectations. Alternative learners will demonstrate improvement in relationship to their individual ability.

Academic Objective

- 8) Each student will demonstrate proficiency in technology by completing assignments, chapter reviews and scheduled testing with greater than 70% proficiency. Alternative learners will demonstrate proficiency greater than 70% with assignments adapted with consideration for memory challenges, cognitive processing speed, perceptual challenges and challenges with attention.

A. What are the schools measurable non-academic goals and objectives to promote student performance?

Non-Academic Goal

- 1) Each student will demonstrate a strong understanding of good choices as it relates to their own personal health and safety.

Non-Academic Objective

- 1) Each student will demonstrate the critical thinking skills to make decisions in areas such as health, education, relationships, spirituality and work that will maximize their own success while minimizing harm to others.

Non-Academic Goal

- 2) Each student will demonstrate a strong understanding of how to incorporate physical exercise and activities into their daily routine so that they can maintain a level of fitness suitable for their age.

Non-Academic Objective

- 2) Each student will write a list of exercises and activities that they can do during the day to stay physically fit.
- 2a) Each student will demonstrate an understanding that consistency is more important than intensity.

Non-Academic Goal

- 3) Each student will demonstrate a strong understanding of the skills necessary to earn and maintain a job consistent with their interests and abilities.

Non-Academic Objective

- 3) Each student will demonstrate an understanding of their own interests and abilities. Students will learn how to fill out an interest check list and skills assessment to find a suitable job with a high level of satisfaction.

Non-Academic Goal

- 4) Each student will demonstrate the ability to set short- and long-term goals in areas such as health, spirit, work, education and leisure.

Non-Academic Objective

- 4) Each student will write a list of achievable goals that are related to areas such as health, spirit, work, education and leisure.

Non-Academic Goal

- 5) Each student will demonstrate social competence when interacting with family and peers during structured and unstructured activities.

Non-Academic Objective

- 5a) Each student will develop a repeater of social skills to make and keep friends.
- 5b) Each student will maintain socially appropriate eye contact
- 5c) Each student will utilize body language and observe body language in order to communicate effectively.
- 5d) Each student will demonstrate the ability to utilize techniques learned to deal with frustration.
- 5e) When appropriate, each student will use a voice that is clear and audible so that others understand what they are attempting to communicate.
- 5f) Each student will demonstrate effective listening skills and the ability to take turns during discussions.
- 5g) The student's family will designate a time during the day to discuss daily events. During this time it is suggested that they discuss social situations that may have occurred and to utilize scenarios, fictitious examples and personal experiences to address issues such as conflict resolution, balancing leadership-follower roles and dealing with stress. When appropriate, it is suggested that the family utilize social stories to give a visual and written description of how to deal with social situations.
- 5h) The student's family may help the student develop an understanding of body language by turning the volume down on the TV and discussing the non-verbal cues the characters or actors are demonstrating.
- 5i) The student's family may do over exaggeration of the students non-verbal body language and communication and discuss what it is conveying to others.

Educational Program:

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

Please also see Attachment A: IDEA K-12 Curriculum

Following a Constructivist (learning by creating) Model of guided student learning (UbD, 7 Habits, Moral Intelligence and Love and Logic) lesson construction will incorporate teamwork, hands on, cooperative learning, interpersonal communicating, problem solving, trouble shooting, communicating what students have learned with others (team members, peers) emphasizing leadership skills, being a responsible citizen /contributor in your family, school, community, country and world. Being actively involved in how they learn each new skill, and recognizing strengths and qualities in others, students who are otherwise unlikely leaders can emerge as leaders because of a particular strength and later because of their skill-based leadership opportunity? Students are consequently able to generalize leadership skills from one area to another. Because students are given the opportunity to be engaged in learning and leadership, they are actually able to become leaders.

In the Constructivism view of education, children have hands-on experiences in their learning and have a direct influence over how they learn. Teachers who encourage children in learning and foster leadership, net improvement on all assessments including standardized achievement tests. Likewise, this more meaningful and transferable learning will result when students are given opportunities to construct knowledge from their own point of view.

Constructivist teaching might ask students to predict and test their own theories. Students are involved in the creation of their own artifacts and representations – the products of their labors. As learners advance they will be responsible for recognizing and evaluating patterns of information and then organizing them, thereby demonstrating what they have learned. Students will work with peers or individually on constructivist projects, the length of which can vary from a week to a semester. This learning environment stresses higher order thinking skills and process understanding over complex content testing and will require modifications and more or less intensive teaching assistance depending on each student's learning curve.

Students will utilize their prior experiences and learned knowledge and might use such things as templates to create projects. They can also do background research prior to collaborating with others, developing their questions and collecting and organizing topic-related-data from such resources as maps, books, websites, CD's, videos or journals.

Another important conceptual component of Constructivism is the scaffolding process. Students will organize the information they collect because the process of locating and making sense of information is key to their learning experience. Instructor or peer scaffolding (i.e. effective strategies, concepts to focus on) may be included in their design.

Based on outcomes in other learning environments, we anticipate that using Constructivist models, IDEA students will develop an understanding that information is not fact but subject to interpretation, evaluation and verification. Students will develop collaboration skills, presentation skills, technical skills and production skills. We expect to see increased motivation, interest, enthusiasm, pride of ownership in products (which can include flowcharting, storyboarding and power points. Work is shared with peers and teachers throughout the process; therefore there will be early identification of student misconceptions as well as easy authentication of student work. This will lead to revision, better products and improved understanding of concepts. The collection, adaptation, and utilization of materials in the application promote higher level cognitive skills such as evaluation from multiple levels and perspectives. Evaluation of their own work, teacher and peer evaluation and/or professional critique of an expert), analysis, and, ultimately, synthesis along with increased understanding of relationships of each with the other are all a part of the Constructivist model.

Constructivist assessments focus on how well students apply the knowledge they acquire during the course. Rubrics with criteria for expected performance will be distributed, or developed with the students prior to a project, as assessment guidelines for students to follow.

During the process of learning, touchstones – empower students to be able to communicate needs; letting them know that it's okay, good even, to make mistakes and rethink how they are interpreting the information they are processing. When the environment is safe and mistakes are welcomed as part of the learning process, students are free to experiment, test their theories and ideas and subsequently learn in ways that make knowledge their possessions.

In addition to meeting the states standards for core curriculum subjects, IDEA will offer supplementary curricular materials with an emphasis on independence. These will include books and technology from leading publishing companies like AGS Publishing which is part of Pearson Learning Group. This will include titles such as Life Skills Math, Skills for Independent Living, Information Tools, Mastering Spelling, English I Missed, Writing in the Real World, Reading Skills for Life, and Read to Work.

IDEA Cyber Charter School faculty and administration will assure that all students learn and make progress throughout each student's instructional program. IDEA will provide the emotional, academic, and structural support necessary to accomplish this duty. Although reading, writing, math, science, and computer technology are a strong emphasis, success for our students in these areas will be contingent on IDEA'S ability to provide the support to enable success to occur. Competence in life is a must for these students.

During the process of researching to write the application and design our curriculum, the founders of IDEA utilized information from the following school district's websites.

<http://www.ptfd.k12.pa.us/index.htm> - *Peters Township School District*

<http://www.ojrsd.com/> - *Owen J. Roberts School District*

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.

IDEA Cyber Charter School will meet the educational needs of students with disabilities in accordance with Chapter 711 as follows:

1. IDEA will provide alternate assessments - IDEA Cyber Charter School will ensure that children with disabilities are included in all general state and district wide assessment programs and alternate assessments. These assessments will be aligned with challenging academic state standards or alternate standards as adopted by the state. Appropriate accommodations and modifications will be given as indicated in IEP. Records of testing, accommodations and student performance will be maintained by the school.
2. IDEA will comply with the Annual Special Education & FERPA Notice - IDEA Cyber Charter School Founders recognize and understand their requirements of the school to give annual notice regarding Special Education services and programs and the rights of students with disabilities and notification of rights under the Family Educational Rights and Privacy Act. The annual notice will be published in newspapers or other media before any major identification, location or evaluation activity and will contain all information required by I.D.E.I.A. (Individuals with Disabilities Education Improvement Act (2004), 20 U.S.C. 1200 et. seq.) IDEA Cyber Charter School will also notify parents annually of their confidentiality rights according to FERPA (Family Educational Rights and Privacy Act of 1974) on the school's website and in a letter sent out with the final report card for each student's academic year.

See Attachment J: Special Education Documents

3. IDEA Cyber Charter School recognizes that assistive technology devices are part of the services that local school districts must provide for a child with a disability, at no cost to the child's family, if determined by the IEP team. IDEA Cyber Charter School will also be responsible to maintain and repair assistive technology used to implement an IEP. The IDEA Cyber Charter School Board also recognizes that the IEP team is responsible for determining the need for assistive technology devices. Assistive technology device is defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain or improve the functional capabilities of children with disabilities. We further recognize and acknowledge that all timelines set forth in state and federal laws are fully applicable to assistive technology devices which will be secured on loan or lease if manufacturer delay is anticipated.
4. IDEA Cyber Charter School will provide one-to-one support for students with behavioral disabilities including the individualized assistance that a teacher or other staff member might provide when an IEP or 504 team determines that the student needs that support for all or part of the school day. Although these services might be available and funded through MA (Medical Assistance), IDEA CCS will assume the responsibility to provide them so that there are no delays or gaps in service even if the school must

provide the qualified staff. Additionally, the policy discusses proper documentation requirements and collaborative requirements with MA.

1. IDEA Cyber Charter School Principals will conscientiously conduct Child Find activities and will be responsible to ensure that children with disabilities are identified, located and evaluated and that a practical method is developed and implemented to determine which children with disabilities are currently receiving special education and related services. The Placement Teams will be thoroughly trained to understand their responsibilities as part of Child Find. If they even have a suspicion that a student may need evaluation they will refer them to the Director of Special Education. The Special Education Director will evaluate further and assess each student according to their past and current records, assessments and other evaluations. He or she will assure public awareness, outreach, screening and pre-evaluation screening specifics.
2. IDEA Cyber Charter School will develop and maintain behavioral support programs for students with disabilities through our Guidance Department. Students with disabilities who engage in inappropriate, disruptive or prohibited activities will be disciplined in accordance with their IEP. All school discipline will follow the philosophies of 7 Habits and Love and Logic in line with state and federal laws and Board policy. Students with disabilities will not be expelled if the particular misconduct is determined to be a manifestation of his or her disability. Current guidelines are listed in the policy, however, the administration will consult with the solicitor whenever there is a question or a doubt regarding the discipline of special education students because the guidelines are subject to change.
7. IDEA Cyber Charter School welcomes and looks forward to serving students with disabilities and special education needs. No child will ever be turned away on the basis of their special education needs. Even the most challenging needs will be viewed as an opportunity to learn and develop creativity in meeting each child's needs so that barriers to their education are addressed from the beginning of their tenure in IDEA. All IEP's will include annual measurable goals and short term objectives/ benchmarks. IDEA Cyber Charter School provides year round schooling to all students. While students are required to attend 180 days they are welcome to attend as many days as they wish or need to meet their goals according to their CPI's which they are welcome to change as they grow.
8. The IEP team is comprised of teacher, paraeducator/parent, student, special education teacher, touchstone, school guidance counselor, administrator/principal (LEA), therapists and other support service providers. Most meetings will take place via telephone conference including how we will meet /do adaptations and modifications of instructions for students; specificity of how often collaboration takes place (monthly or as specified in IEP) and the record keeping of collaboration and follow through.
9. Children with demonstrated physical, sensory, mental or emotional disabilities or otherwise be in need of special educational services, or if a parent expresses a concern about the child's progress, the child may be referred for an evaluation.
10. The entire evaluation process will be conducted accord to state and federal laws. Understanding that laws change, the Executive Team, Special Education and Guidance Counselors will, as a team, take full responsibility monitoring and responding to those changes.
11. The instructional delivery at IDEA is largely homebound; however whenever a student requires additional services in order to thrive and succeed educationally, those services will be provided.

12. IDEA Cyber Charter School will provide FAPE for all students with disabilities including those requiring intensive interagency approaches. We have several departments (Student Resources, Guidance, Special Education) with resources in place for expeditiously locating services for difficult to place students. We will utilize resources including the I.U. District, County MH/MR's and child welfare when they would be in the best interest of our students for each student who needs services.
13. The Executive Team and the appropriate Directors (Special Education, Guidance), teachers and touchstones of IDEA Cyber will insure that Least Restrictive Environment and inclusion occurs at all levels from academics to extra curricular activities, to sports, camping and volunteerism being confident that inclusion is to the maximum benefit of all students.

The story is told of an Ohio high school football coach who had a student, whom I shall call Tommy, with Fragile X Syndrome on his "team". Although Tommy never played he was at every practice and participated fully in everything except playing in games. It was the last game of the season of Tommy's senior year. Their team was losing 42 to 0, the coach called for a time out, and went to the coach of the other team, explained the situation, and asked if it would be okay with him if Tommy were to play in the last few seconds of the game. The other coach agreed and went back to talk to his team.

It would have been really great for the opposing coach's career if they could win the game with the other team having never scored but as the whistle blew to resume playing the opposing coach began waving his arms and jumping up and down to extend the time out. He came to Tommy's coach and told him that not only did the other team want this student to play, they wanted him to score.

Tommy had only been drilled and trained to do the first part of a play but the other coach insisted that he score. What ended up happening is that Tommy's team, the opposing team, the coaches, the umpires, the cheerleaders all began telling Tommy to run. At first he was confused but with all the support he was receiving he began to run then he ran as fast as he could and he scored. The fans in the stands exploded into applause for Tommy.

The founders of IDEA believe that inclusion is infectious. If opportunities for inclusion are explained / done in positive ways, everyone catches the spirit and reaps the benefits. We believe that it is inclusion that causes great memories to be made. Tommy will never forget that game when he scored his big play with everyone cheering him on. The spectators will never forget it. The players on both teams had no doubt done some amazing plays and had scored wins for their teams, but this will be a game that they will be able to remember when they are old and tell their great-grandchildren. Everyone benefits, and it is hard to say in most cases, who benefits more.

We believe these benefits are duplicated and multiplied with inclusion and diversity of experiences in volunteerism. It is hard to tell which group benefits the most – the volunteers or the volunteered for.

14. IDEA founders recognize and acknowledge that there may be students from time to time who are too ill or whose needs are so profound that inclusion will be limited or perhaps even unrealistic and the needs of those students will be individually assessed to be met in the best interest of each student, and all such decisions will be strongly weighted on the input and desires of the parents/caregivers/paraeducators and where the use of supplementary aids and services being adequate to achieve inclusion have been eliminated.

15. IDEA Cyber Charter School Founders recognize that we are bound by Chapter 711 of Pa. Regulations, Charter Schools Services and Programs for Children with Disabilities but are not exempt from federal special education laws or regulations including, but not limited to, I.D.E.I.A. and Section 504 of the Rehabilitation Act of 1973. IDEA Cyber Charter School is responsible to identify, locate, and evaluate children with disabilities. The school is also responsible to develop and implement programs to determine which children with disabilities are currently receiving needed special education and related services. The policy also discusses documentation requirements, child find, public awareness, systematic screening activities, and evaluation of success of public awareness and child find activities. As stated above, IDEA Cyber Charter School will joyfully welcome all children, regardless of their disability.
16. IDEA Cyber Charter School shall adhere to federal and state laws pertaining to privacy rights including, but not limited to, FERPA as amended and to its accompanying regulations; IDEIA; Pa Public School Code of 1949; Chapters 12 and 711 of the PA Administrative Code and other provisions applicable to Charter Schools. The Executive Team is designated to be responsible for maintenance, access and release of exceptional student records. This policy is to be used in combination with the IDEA Cyber Charter School Students Records Policy. The Executive Team shall be responsible for the implementation of the policy, which includes protection of confidentiality, maintenance of records, release of information, and parent's request for amendment of records.
17. IDEA Cyber Charter School will ensure that an individual is assigned to act as a surrogate of the child if no parent or person acting as a parent can be identified or if the charter school can not locate the parent after reasonable effort. The surrogate will be selected in a method permitted by state law and may not be an employee of the State Educational Agency, charter school or any other agency involved in the education or care of the child. A judge may appoint a surrogate for a ward of the state. Homeless youth not in the physical custody of the parent or guardian must be appointed a surrogate by the charter school. Consent for initial evaluation of a ward of the state must be obtained from the individual designated to represent the interest of the child.
18. The Executive Team will be responsible to ensure that in-service trainings are appropriately and adequately provided to address the special knowledge required to serve unique needs of children with disabilities including low incidence disabilities. These trainings will be part of the Professional Development Plan and Act 48 credits will be available. Personnel should be asked about their training needs on a regular basis.
19. School design plans are in place in the initial placement process and yearly course placements for students assessing and developing customized goals for every student. The IEP team will address the student's course of study when writing an IEP for any student 16 or older, or earlier than age 16 if agreed upon by the IEP team, or for any student who will turn 16 during the course of the IEP. IDEA Administration will document and take responsibility for the implementation of procedures to carry out this policy. Using either a program such as IEP writer or a model IEP Form such as is found here <http://www.pattan.net/regforms/School-AgeFormsandFormats.aspx> the IEP Team will develop each student's IEP according to the ER/CER, history, parent/paraeducator insights and needs of the student.
20. The Board of Directors of IDEA Cyber Charter School will ensure that students who are handicapped by the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be handicapped under this policy even though they do not require services pursuant to I.D.E.I.A. The rights of handicapped students and their parents under Section 504 will be joyfully addressed and met.

The founders of IDEA are committed to preparing all students for post-high school education, employment, and independent living. Every student who enrolls in the school will be assessed for strengths, educational levels and individual needs related to special education. Environmental modifications will be instituted to assure access to their education. Students who need speech, occupational, and physical therapies will receive the necessary and appropriate amount of services to enable them to access their environment and education.

Therapists will work in conjunction with the education team to help communicate the student's needs and make modifications in order to further develop each student's skills.

IDEA expects to enroll a number of students who will be considered at risk for school failure, who have or need IEP's and/or who have physical disabilities. We will take a proactive approach and utilize the following strategies to overcome the barriers to education that these issues present:

- Develop an open and working relationship of support and encouragement between students, staff, and those involved in the students educational/life goals.
- Design the student's program in conjunction with their goals and interest with input from their parents/care givers related to what may be the best program for that student.
- Provide curriculum with real world and interest based examples.
- Emphasize communication and conflict resolution through learning seminars.
- Provide consistent encouragement with the use of recognition, celebration, praise, and awards.
- Develop school spirit and a sense of ownership of the school.
- Provide successful experiences and a sense of community through projects and interaction with other members of the school.
- Provide a variety of community based and school based projects to develop a sense of community and accomplishment.
- Devise meaningful home based projects that contribute to the family dynamics and promote a sense of belonging in their own home.
- Provide opportunities for team based instruction projects.
- Help develop organization skills so that students have a sense of control and power in their learning process and daily routine.
- Maintain consistency and structure so students can know what to expect.
- Remain open minded to how difficult it is to struggle with learning new information and remembering facts so that they can be applied appropriately.

Learning Through Doing (Experiential Knowledge)

IDEA will utilize a number of programs and community based activities that will reinforce learning, a sense of community, and a sense of accomplishment through real world learning experiences. This will include programs

such as the, If I Had A Hammer program for build education. As it's web sight notes, this is an innovative, academics-based program that puts the entire construction of a house-from working with a budget to putting the roof on-in the hands of the students! Students work in groups to assemble the 8 X 11 foot house, in less than two hours. Complete with windows, doors and a front porch, the free-standing house is the end result of communication, teamwork, and hands-on application of math and science concepts. Through this process, students learn the real life application of subjects they have studied for years in school: math, science, social studies, language arts and more. Hammer isn't so much about building a house, as it is about showing students how education gives them the tools to build a successful life. IDEA will promote learning and applying what is learned in the community through activities such as growing plants and planting them at a local nursing home. This will not only teach students about science but will also teach them a sense of community. IDEA will offer the following support to insure learning through doing:

Students will have many opportunities to engage in hands on activities that promote learning while actively participating in a project.

Supplementary learning experiences for subjects such as math, reading and science, which involve physically participating in the activity to learn.

Affiliations with community based programs that have activity based programs.

Students will be engaged in real life activities as part of the curriculum that lend complement and validate learning.

Creative freedom of teachers to design lesson plans with hands on experiences.

Open discussions with students and parents to uncover learning experiences students may already be involved in and could further develop their education through.

Group based community activities.

IDEA students will learn to be curious, creative, confident, community oriented, and independent. As IDEA fully believes that education is the key to advance in life It is the school's mission to make sure that the students meet their fullest potential.

IDEA will achieve this in the following ways:

Encourage paraeducators / parents to celebrate students when they do their best, and complete assignments in a manor reflecting their ability.

Educate paraeducators / parents and educators on how to utilize student's strengths and interest to develop strategies for learning.

Encourage paraeducators / parents to discuss school often.

Provide the technical and educational support needed to keep students on task.

Keep an open discussion about the importance of education.

Incorporate a motivational / celebratory system in conjunction with the student and their parent that is meaningful, when goals are achieved. IDEA will suggest and support parents on using

strategies such as placing a sticker on a page assignment to indicate a reward when the student gets to that page.

Educate parents and students on ways to minimize distractions, maximize lighting, maintain supplies, stay organized, and maximize the overall learning environment.

Provide assignments and curriculum in a motivating and creative way.

In addition to meeting the Commonwealth's standards for core curriculum subjects, IDEA will offer supplementary curricular materials with an emphasis on independence. These will include books and technology from leading publishing companies like AGS Publishing which is part of Pearson Learning Group. This will include titles such as Life Skills Math, Skills for Independent Living, Information Tools, Mastering Spelling, English I Missed, Writing in the Real World, Reading Skills for Life, and Read to Work.

IDEA Cyber Charter School faculty and administration will assure that all students learn and make progress throughout each student's instructional program. IDEA will provide the emotional, academic, and structural support necessary to accomplish this duty. Although reading, writing, math, science, and computer technology are a strong emphasis, success for our students in these areas will be contingent on IDEA'S ability to provide the support needed to facilitate success. Competence in life is a must for IDEA students.

IDEA Cyber Charter School will tailor each IEP (individual education plan) to maximize the success of the student's individual needs related to their education. Each plan will be made with a strong influence from the student and paraeducator / parent/care giver. A team approach with the student's best interest will be IDEA's lynch pin for success. After a plan is established, proven methods of teaching will be emphasized to assure success on an individual basis. IEP's and teaching plans will be driven by the creative influence of the education team to make the necessary modifications in order to fit the students plan to their ability.

Based on the states standards, the IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the CER. An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services which the student will receive to aid the student in maximizing their learning. IEPs will be reviewed on an annual basis. Goals are monitored on a continuous basis and reported on in quarterly progress reports. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement will be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate and possible with children who are not disabled.

In addition to the Pennsylvania System of State Assessment (PSSA), IDEA will utilize base line assessments and technology with skill tracking software in core subjects such as math and reading to measure progress on a continuous basis. Our first choice for individual student placement and progress monitoring / tracking is the MAPS Assessment; however there are technological issues that we are attempting to overcome. In the event that we are not able to resolve these issues with NWEA so that we can realistically administer the MAPS <http://www.nwea.org/assessments/map.asp> for this year we will use the Pearson Assessments (AGS) <http://ags.pearsonassessments.com/>. As students have needs or would benefit we will also use the Brigance so that we have appropriate testing for everyone http://www.brigance.net/br_sys.htm#brigancesystem. For career exploration we will use Coin Career Exploration – for 2nd, 4th, 7th 9th and 11th grades - <http://www.coin3.com/products/default.asp> and will also make use of the PHEAA materials and assessments available through the PA State Education system.

See Attachment H: Assessment Grid

Weekly and monthly unit assessments will also give the teachers the ability to monitor progress. Key areas of concern will be the emphasis when progress is slow. Repeated instruction with adaptations for learning styles will be incorporated. Fundamental skill development and maintenance will be strongly emphasized so that students can build on what they learn without getting lost when new concepts are introduced. Parent/paraeducator and touchstone education and training will be a key focus of IDEA as they will be an invaluable resource to monitor student progress and communicate subtle changes in progress. IDEA will establish specific times to in-service parents and touchstones on how to communicate with students and teachers so that the educational experience is rewarding and effective.

In summary, IDEA Cyber Charter School will be an educational system that provides equal access and opportunities for all students. We have designed a program in which on-going reflection of how the program and the people in it, can change to better meet all students' needs by adjusting the learning environments, teaching strategies, positive behavioral supports and technology. We have designed one educational system where special education is a supporting part of education, not a separate system. I.D.E.I.A. is integrated and will be implemented so that everyone is accountable for their role and all IEP's will be implemented, all students will be provide FAPE with appropriate supports and services.

At IDEA Cyber Charter School children come first, and children with disabilities are considered part of "all children" and are considered in all decisions about education. We will continually work to increase our understanding of best practices for people with disabilities and will help our children reach their potential by helping them discover their genius, understand and realize their potential by developing their abilities.

Children with disabilities will be educated with their peers. We have demonstrated and will continue to demonstrate that we understand how inclusion works and how it benefits all children and society. Everyone will work as a team at IDEA. Our design operates around utilization of solution oriented approaches for planning each child's success. At IDEA Cyber Charter School NCLB means no child left behind and no child left out.

Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts.

IDEA Cyber Charter School will incorporate a multitude of related services to our students, including but not limited to: Therapy – OT, PT, Speech, Mobility, Social Skills; co-op experiences in their communities, internships, volunteering, job-shadowing, junior apprenticeships, youth bands, Virtual Family Program, tutoring, Guidance Counseling, and international volunteering/service project opportunities. We have begun to work on partnerships with such groups as Reading for the Blind and Dyslexic (RBD), to provide another layer to both our community organization partnerships and to our ability to provide excellent educational supports for our students. (Our staff who are good readers, will be encouraged to volunteer with RBD.)

All students in the school will have a learning plan customized to their individual needs to develop in all areas of education. Students who are identified as requiring an Individualized Educational Program (IEP) will be encouraged and supported. IEPs developed by the sending district will be reviewed and revised as appropriate to assure the most efficacious and humanizing provision of services and accommodations. Special services required by a student's IEP that are not provided by the school will be provided by the local Intermediate Unit or through contract agencies, fee for service programs, at local hospitals or other health care facilities. These include services such as speech and language services, occupational therapy, physical therapy specialized evaluations, psychological and counseling services, evaluations for assistive technology devices, resource room and special classes, transportation, interpreters, and evaluations for accommodations in the home.

See Attachment I: Promotion, Grading and Graduation

IDEA Cyber Charter School will follow the appropriate procedures specified in the Individuals with Disabilities Education Act (IDEA). All members of the student's IEP team will be expected to attend annual or emergency IEP team meetings. This will also include the student's regular education teacher to provide input and advocate for the accommodations required to maximize the students learning experience and performance outcomes.

Only individuals with a legitimate educational interest and the parent's written permission will have access to the student's IEP which will be stored in a secure website and in locked file drawers inside of the Special Education Office which will also be secure. Those involved in the student's education, will be responsible for making sure the specifications in the IEP are followed. Parents will be informed in writing, through e-mail, or by phone when goals are met and new goals need to be established. It is expected that those involved in the student's education will keep an open line of communication with paraeducators to monitor minute changes in ability and motivation to participate in school work. Progress will be reported on quarterly progress reports. Each new student with a suspected disability will be evaluated pursuant to applicable Pennsylvania State and Federal laws and regulations.

Teachers and paraeducators will be continuously educated on how to identify indications that may suggest that a student could potentially have special needs. Record keeping and recording will be done in compliance with IDEA and FERPA. All special education teachers working in the school will be certified by the State of Pennsylvania in the area of special education. All special education teachers and services will be overseen by a special education supervisor. The special education supervisor, in collaboration with the Executive Team, will be responsible for staff development in the area of special education. This supervisor and the Executive Team will supervise and maintain student records; provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts and maintain contacts in sufficient number and geographical locations to meet the needs of students.

The IDEA Cyber Charter School, in accordance with I.D.E.I.A. will provide FAPE (free appropriate public education) to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental challenges and disabilities: mental retardation, blind/visual impairment, neurological impairments, multi-handicaped, specific learning disability, autism/pervasive developmental disorder, deafness/hearing impairment, other health impairment, physical disability, speech and language impairment, serious emotional disturbance. In collaboration with the classroom teacher the special education teacher will make adaptations to the general education curriculum.

Publishing companies that focus on meeting the needs of students with learning challenges will be a valuable resource. It is very important to IDEA Cyber Charter School that educational materials are not degrading. For instance, IDEA CCS will not use a 2nd grade text for a student that is in 7th grade. IDEA Cyber Charter will however, use text from a company that is on a 3rd or 4th grade reading level with a focus toward 7th through 12th grade. IDEA Cyber Charter School will offer a number of programs for instructing students with curriculum on a continuous basis. This will insure that the methods of teaching will meet the individual needs of the students. The curriculum will focus on pre requisite and requisite skills to aid the students in meeting the standards for the grade level they are functioning on. Materials used will be focused on self paced and user friendly for parents and students.

The team will continue to seek programs to meet the needs of students as research is constantly evolving. These programs are research based and will be strongly rooted in learning through instructional methods such as direct instruction, repeated reading (emphasizing practice and repetition), phonics, and connecting math concepts. IDEA Cyber School will also have programs for staff development as well as school and community based education. A school based program called School Wide Disabilities Education Program (SWDEP) will be developed with the oversight from the special education department. In addition to a Community Wide Disabilities Education Program (CWDEP) will be developed. Special education staff will be required to contribute to curriculum development, staff development, and education programming related to disabilities. This will be part of their model of supervision. It will be expected that staff will participate in these programs as part of their annual performance review to demonstrate their devotion to continue to be highly qualified to teach.

Child Find

IDEA Cyber Charter School has established and will implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include placement assessments for all students coming into the school, screening activities which include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, first, second, and third grades); vision screening (every grade level); motor screening; and speech; and speech and language screening. Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. When parents need additional information about the purpose, time and location of screening activities, they will be able to call the special education coordinator.

Evaluation

When a screening indicates that a student may be eligible for special education, the IDEA Cyber Charter School will send a Permission to Evaluate form (PTE) with a SASE to the paraeducator / parent or guardian. An evaluation is necessary to determine if a child has a disability. It will also help establish the nature and extent of the special education and related services that the child needs. The evaluation will be conducted by a multi disciplinary team (MDT) which includes a teacher, other qualified professionals who work with the child, and the parents. The multi disciplinary evaluation process will be conducted in accordance with specific time lines set forth by the Pennsylvania Department of Education. The multi disciplinary team will comprise a Comprehensive Evaluation Report (CER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. A parent may request a screening of their child at any time if they suspect their child may have challenges that are barriers to learning. Requests for a screening should be made in writing to the Special Education Coordinator. If a parent makes an oral request for a screening, the school will provide the parent with a form. Parents also have the right to obtain an independent education evaluation. IDEA Cyber Charter School will provide the requesting parent information for locating an independent educational evaluator. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Evaluation/Placement Procedures--The ADA does not specify evaluation and placement procedures; it does specify provision of reasonable accommodations for eligible students across educational activities and settings. Reasonable accommodations may include, but are not limited to, redesigning equipment, assigning aides, providing written communication in alternative formats, modifying tests, redesigning services to accessible locations, altering existing facilities, and building new facilities.

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

The IDEA Cyber Charter School will, in all ways comply with the IDEA 1997 to provide FAPE (free appropriate public education) to school age children with disabilities who need special education and related services.

In addition, a curriculum team will be established make adaptations to the general education curriculum. Publishing companies that focus on meeting the needs of students with learning challenges will be a valuable resource. It will be very important to IDEA Cyber School that the material is not degrading. For instance, The school will not use a 2nd grade text for a student that is in 7th grade. IDEA Cyber Charter will however, use text from a company that is on a 3rd or 4th grade reading level with a focus toward 7th through 12th grade.

IDEA Cyber Charter School will offer a number of programs for instructing students with curriculum on a continuous basis. This will insure that the methods of teaching will meet the individual needs of the students. The curriculum will focus on prerequisite and requisite skills to aid the students in meeting the standards for the grade level they are functioning on. Materials used will be focused on self paced and user friendly for paraeducators and students. The team will continue to seek programs to meet the needs of students as research is constantly evolving. These programs will have a strong research base and will be strongly rooted in learning through instructional methods such as direct instruction, repeated reading (emphasizing practice and repetition), phonics, and connecting math concepts.

IDEA Cyber School will also have programs for staff development as well as school and community based education. A school based program called School Wide Disabilities Education Program (SWDEP) will be developed with the oversight from the special education department. In addition to a Community Wide Disabilities Education Program (CWDEP) will be developed. Special education staff will be required to contribute to curriculum development, staff development, and education programming related to disabilities. This will be part of their model of supervision. It will be expected that staff will participate in these programs as part of their annual performance review to demonstrate their devotion to continue to be highly qualified to teach.

Assessment of the efficacy of the special education program in general and specific to each student will be drawn from objective student data that is collected, evaluated and interpreted in conjunction with and in light of student and paraeducator, teacher and touchstone evaluations of the materials used, the programs offered and the motivation to learn that it stimulates individually and collectively.

This pedagogy will enhance student learning as students are engaged in their educational opportunities, implementation of their ideas and life goals into the content of their curriculum and as they are supported in discovering their own genius and seeing their value to their world. Learning, the meaning and purpose of life will evolve so that they see connections between their choices and the effort that they extend to accomplish their choices directly affects their personal successes. The portfolios of their goals and accomplishments will serve as ongoing reminders that they are capable, worthwhile people who have value to add to their world. They will also develop as sense of being appreciated as they are celebrated for their accomplishments with awards, certificates and recognition in the school community.

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.

Following a Constructivism (learning by creating) Model of guided student learning (UbD, 7 Habits, Moral Intelligence and Love and Logic) lesson construction will incorporate teamwork, hands on, cooperative learning, interpersonal communicating, problem solving, trouble shooting, communicating what students have learned with others (team members, peers) emphasizing leadership skills, being a responsible citizen /contributor in your family, school, community, country and world. Being actively involved in how they learn each new skill, and recognizing strengths and qualities in others, students who are otherwise unlikely leaders can emerge as leaders because of a particular strength and later because of their skill-based experiences. Students are consequently able to transfer leadership from one area to another. Because students are given the opportunity to be engaged in learning and leadership, they are actually able to become leaders.

In the Constructivism view of education, children have hands-on experiences in their learning and have a direct influence over how they learn. Teachers who encourage children in learning and foster leadership, net improvement on all assessments including standardized achievement tests. Likewise, this more meaningful and transferable learning will result when students are given opportunities to construct knowledge from their own point of view.

Constructivist teaching might ask students to predict and test their own theories. Students are involved in the creation of their own artifacts and representations – the products of their labors. As learners advance they will be responsible for recognizing and evaluating patterns of information and then organizing them, thereby demonstrating what they have learned. Students will work with peers or individually on constructivist projects, the length of which can vary from a week to a semester. This learning environment stresses higher order thinking skills and process understanding over complex content testing and will require modifications and more or less intensive teaching assistance depending on each student's learning curve.

Students will utilize their prior experiences and learned knowledge and might use such things as templates to create projects. They can also do background research prior to collaborating with others, developing their questions and collecting and organizing topic-related-data from such resources as maps, books, websites, CD's, videos or journals.

Another important conceptual component of Constructivism is the scaffolding process. Students will organize the information they collect because the process of locating and making sense of information is key to their learning experience. Instructor or peer scaffolding (i.e. effective strategies, concepts to focus on) may be included in their design.

Based on outcomes in other learning environments, we anticipate that using Constructivist models, IDEA students will develop an understanding that information is not fact but subject to interpretation, evaluation and verification. Students will develop collaboration skills, presentation skills, technical skills and production skills. We expect to see increased motivation, interest, enthusiasm, pride of ownership in products (which can include flowcharting, storyboarding and power points. Work is shared with peers and teachers throughout the process; therefore there will be early identification of student misconceptions as well as easy authentication of student work. This will lead to revision, better products and improved understanding of concepts. The collection, adaptation, and utilization of materials in the application promote higher level cognitive skills such as evaluation from multiple levels and perspectives. Evaluation of their own work, teacher and peer evaluation and/or professional critique of an expert), analysis, and, ultimately, synthesis along with increased understanding of relationships of each with the other are all a part of the Constructivist model.

Constructivist assessments focus on how well students apply the knowledge they acquire during the course. Rubrics with criteria for expected performance will be distributed, or developed with the students prior to a project, as assessment guidelines for students to follow.

During the process of learning, touchstones – empower students to be able to communicate needs; letting them

know that it's okay, good even, to make mistakes and rethink how they are interpreting the information they are processing. When the environment is safe and mistakes are welcomed as part of the learning process, students are free to experiment, test their theories and ideas and subsequently learn in ways that make knowledge their possessions.

The entire design of IDEA Cyber Charter School will incorporate 12 Ways to help children to like themselves, (Learning to Teach, Linda Shalway – National PTA) build relationships and trust and Faye's Four Basic Needs of Students:

- Be available and give children support whenever they need it.
- Set reasonable expectations for students and respect their limitations and strengths.
- Help students to value each other, including those with obvious differences.
- Problems will be addressed without disqualifying a child's character.
- Show our students that what they do is important to us; talking to them about their activities and interests.
- We will take their feelings, emotions and ideas seriously and not belittle them with patronizing clichés.
- We will give students manageable responsibilities that will make them feel useful and valued.
- Use affirming statements to express appreciation and support for their ideas and contributions.
- Inclusion – helping all students feel a part of the IDEA family
- Control – by facilitating and initiating opportunities to have a sense of control over the decisions that affect their lives.
- Affection – by taking every opportunity to show students they are cared for, appreciated, respected and loveable/likeable.
- Competency by setting academic and other goals that students believe they are capable of meeting at least 70-80% of the time.

We will build a strong foundation of relationships and trust by providing open access to our Teachers and administrators through email, chat rooms, and face-to-face meetings with students and families. We will provide continual monitoring and feedback regarding student work to parents, students and teachers, creating a bond of mutual responsibility and support for their ultimate success.

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

See Attachment B: IDEA Cyber Charter School Calendar 2007-08

IDEA Cyber Charter School will remain open year round (12 months), except for the first year, when, because of accounting requirements, the school year will only 10 months – from September 4, 2007 until June 30, 2008. After that, school years will be open year round.

With September 4, 2007 as the first day they begin, students will choose the 180 or more days that they attend school. Students and their families will be free to not attend school on their sacred or important family holidays and may attend on the holidays of others that they do not keep. Students can take their birthdays off and so can their teachers. They can elect to take the days from school to celebrate their cultural and religious holidays and attend school on the holidays of other cultures and religions.

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?

PDE Assessment tools and other assessment tools will be used to annually evaluate every person for performance of their job and re-evaluation of their positions for appropriateness of their job description and compensation to the work they are actually performing.

Paraeducators / parents, students, teachers, touchstones, teaching assistants and all other staff will be provided with a survey and encouraged with multiple motivational artifacts, to complete it before the July Faculty and Staff Debriefing Retreats. All surveys will be anonymously submitted unless the individual completing it chooses to make themselves known.

These evaluation and assessment tools, along with data gathered regarding student achievements and assessment testing will be thoroughly evaluated, assessed and interpreted to find strengths and weaknesses. Plans will be developed to broaden and generalize the strengths and to remediate the weaknesses using annual measurable goal setting for the upcoming year for every department, every program and curriculum. Each year as goals are achieved new goals will be set to effect ongoing, over all school improvement.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance. Faculty, staff and our administrative team involved in the evaluation of administrators

IDEA Cyber Charter School teachers will be evaluated semi-annually using the revised PDE teacher evaluation forms which reflect the highly respected work of Charlotte Danielson. The PDE forms focus on teacher performance through planning and preparation of instruction, maintaining a classroom environment conducive to learning, delivering instruction effectively, and contributing to the profession of teaching. IDEA Cyber Charter School will use the new PDE forms to evaluate teachers who are recommended to move from Level I to Level II certification.

The IDEA Cyber Charter School Executive Team plans to develop and implement other forms/criteria and continuums to use in the evaluation process of each other. IDEA Cyber Charter School teachers will be guided to show multiple and diverse efforts which motivate students faculty and staff towards higher standards and continuous improvement.

Teacher performance evaluation standards and criteria will include his/her ability to

- demonstrate knowledge of content and pedagogy
- demonstrate knowledge of students
- select appropriate instructional goals
- demonstrate knowledge of resources
- design coherent instruction
- assess student learning
- create an environment of respect and rapport
- establish a culture for learning
- manage instruction procedures
- implement student behavior expectations, including monitoring procedures and effective responses
- communicate clearly and accurately with students, faculty and staff
- use effective questioning and discussion techniques
- engage students in learning
- provide feedback to students
- demonstrate flexibility and responsiveness
- reflect on teaching
- maintain accurate records

- communicate with families
- contribute to promote a meaningful school environment
- grow and develop professionally

Teacher artifacts should be collected by all pre-tenured and tenured staff. Artifacts will be used as part of evaluation alternatives. The collection of artifacts is not to be a showcase portfolio, but rather serve as a point for discussion between the teacher and administrator. The artifacts will not be included in a teacher's personnel file. Some sample artifacts would be lesson plans, student work samples, student surveys, or even a log of parent contacts.

See: Attachment Q : Teacher Evaluation PDE 426 and PDE 426A
 Attachment Q : Teacher Evaluation PDE 427 and PDE 427A
 Attachment Q: Teacher Evaluation PDE 428 and PDE 428A
 Attachment Q: Executive Director / Executive Principal Evaluation Form

Continuous learning for all staff will be coherent and consistently monitored for implementation. The professional evaluation process will be demonstrated in a professional development calendar, need-based professional development, multiple approaches that enable staff to enhance their proficiency, comprehensive understanding of content; direct relationship between what students have not learned well *and* what staff needs to develop; regular staff feedback on impact on practice.

Executive Director, Executive Principal, faculty and staff will be involved in the evaluation process of elementary and secondary vice principals. IDEA Cyber Charter School's Vice Principals plan to participate in the GROW and the SUPPORT program components of the PA Inspired Leadership Initiative. Three "core" leadership standards will be addressed.

- The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.
- The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

The process of coaching a Vice Principal is a very important tool in the comprehensive performance review process of IDEA Cyber Charter School. It defines expectations, enhances communication, prioritizes goals and encourages the Executive Director, Executive Principal to focus their attention on the Vice Principal's role in improving achievement for all students.

A new approach to Vice Principal performance review that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work of the Executive Team and operate with integrity.

An effective performance review process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence.

IDEA Cyber Charter School's Vice Principal performance evaluation standards and criteria will include

STANDARD 1. A Vice Principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

Vice Principal

- Uses appropriate data to set priorities and establish high, concrete goals in the context of improving student achievement.
- Considers new and more effective ways of doing things based on research and/or best-known practices.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns the educational programs, plans and actions to IDEA Cyber Charter School's vision and goals for student learning.
- Acts as a driving force behind major initiatives.

STANDARD 2. Vice Principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

A Vice Principal

- Provides leadership for assessing, developing and improving school environment and culture.
- Systematically and fairly recognizes and celebrates accomplishments of teachers, staff and students.
- Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- Evaluates staff and provides ongoing coaching for improvement.
- Ensures that staff has necessary professional development opportunities that directly enhance their performance and improve student learning.
- Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- Promotes collaboration with all stakeholders.
- Is easily accessible and approachable to students, staff and community.
- Articulates the desired school culture and shows evidence about how it is reinforced.

STANDARD 3. Vice Principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

A Vice Principal

- Complies with state and federal mandates
- Interviews and recommends teachers and staff to support quality instruction.
- Protects instructional time from unnecessary distractions and interruptions.
- Addresses current and potential problems in a timely manner.
- Manages fiscal and physical resources of the school responsibly, efficiently and effectively.
- Designs and manages operational procedures to maximize opportunities for successful learning.
- Communicates effectively with both internal and external audiences about the operations of the IDEA Cyber Charter School.

STANDARD 4. Vice Principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

A Vice Principal

- Engages family and community by enhancing shared responsibility for student learning and support of IDEA Cyber Charter School.
- Promotes and supports a governance structure for family and community involvement in the school.
- Facilitates the connections of students and families to the health and social services that are needed to stay focused on learning.
- Establishes with staff a school culture that welcomes and honors parents and seeks ways to engage them in their children's learning.

STANDARD 5. A Vice Principal is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

A Vice Principal

- Demonstrates ethical and professional behavior.
- Adopts values, beliefs and attitudes that inspire others to higher levels of performance.
- Maintains caring relationships with teachers and staff.
- Demonstrates appreciation for and sensitivity to diversity in the school community.
- Adapts leadership behavior to the needs of the current situation.
- Is respectful of divergent opinions.

STANDARD 6 A Vice Principal is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

A Vice Principal

- Collaborates with service providers and other decision-makers to improve teaching and learning.
- Advocates for the welfare of all members of the learning community.
- Respects the varied dynamics of decision-making and designs appropriate strategies to reach desired goals.

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

IDEA Cyber Charter School will provide relevant information in a timely manner. We will provide a variety of learning techniques and experiences, continue to train and develop paraeducators, highly qualified teachers, and administrators; state of the art current resources in both curriculum materials and technology. Semi-annually we will solicit input (questionnaires, surveys and online poles) from students, paraeducators and parents regarding our educational practices, materials, technology, responsiveness to concerns and efficacy of problem solving.

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

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

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

The IDEA charter school will submit to all financial audits and comply with all required audit procedures, including an annual audit by the Pennsylvania Department of Education Comptroller's Office. Specifically:

- ***Annual independent financial audit:*** IDEA CS will be audited annually by an independent certified public accounting firm according to the same guidelines applicable to public school systems in Pennsylvania. The cost of the independent audit shall be borne by IDEA Cyber Charter School. Copies of the audit will be submitted to the Pennsylvania Department of Education within 180 days of the end of the fiscal year.
- ***Annual report/program audit:*** At an agreed-upon number of days after the end of each school year, IDEA CS will submit a report prepared by an independent certified public accountant which attests to: a) the accuracy, validity and reasonableness of academic achievement and programmatic results reported by IDEA CS to the Pennsylvania Department of Education; and b) IDEA CS' compliance with the provisions of the charter. This performance information will be used in assessing any renewal option for the charter.

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

IDEA Cyber Charter School will protect, secure and maintain the security and privacy of all student records. Student educational records that are kept online within the school's web portal will be password protected so that only those personnel with direct administrative and academic need to know will have access to the records. Everyone entering a student record will sign in and will therefore be recorded as having been in particular student's records.

Parents and students will have the rights to access to their children's or their education records; an opportunity to seek to have the records amended; some control over the disclosure of information from the records. Parents will have the right to access, seek to amend or consent to disclosures of their children's educational records except when the school either has in its possession or has been provided information by appropriate authorities that a court order exists denying same.

Upon the event of a student's 18th birthday or when a student is attending a post-secondary institution of higher learning, the student (not the parent) will be granted access, the right to amend and consent to disclosures of their educational records.

Access to Education Records

In compliance with FERPA, Parents and students of IDEA Cyber Charter School will have access to view their child's/their educational records upon written request (forms will also be provided by Student Services. Parents can also request a copy of their child's records in writing and one will be sent within 30 days. A free copy will be provided on the first request; after which the requesting party will need to pay the cost of copying (\$0.15/page). Any information pertaining to any student other than the student of record will be redacted.

Parent requests for corrections will be taken very seriously. At the very least the parent's statement will be entered into the student's record indicating the parent's corrected understanding or perspective on a record perceived to be inaccurate. If this is deemed less than acceptable by the parent they will be offered the choice of a hearing to amend the records. If the hearing does not result in an amendment of the records, the parents will again be offered the opportunity to place a written statement that will be both kept in the record and will be disclosed with educational records except in the following situations:

- a) When a parent or student is seeking to change a grade or disciplinary decision.
- b) When the parent or student is seeking to change the opinions or reflections of a school official or other person reflected in an education record.
- c) When a parent or student is seeking to change a determination with respect to a student's status in special education programs.

Disclosure of Education Records

In compliance with FERPA, IDEA Charter School will:

- Require written, dated, signed parental consent stating the purpose of the disclosure before disclosure of student education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

Disclosure of Education Records Without Parental Consent

IDEA Cyber Charter School will disclose student records without parental consent in the following situations:

1. When there is confirmation that the request has been appropriately issued by a legitimate school district whereby necessary educational interests are clearly indicated;
2. When a student is in the process of withdrawing from IDEA and seeking to enroll in another school.
3. When the disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
4. When the disclosure is pursuant to a lawfully issued court order or subpoena.

Annual Notification

IDEA Cyber Charter School will post on the school portal on the Report Card page and send out with final report cards, notification that with regard to their children's education records, parents have the right to:

1. Access and review their children's educational records;
2. Request correction of inaccurate or misleading information;
3. Consent to appropriate disclosures of personally identifiable information;

Parents will also be notified that they may file a complaint with all the requisite information for filing a complaint of alleged violation with the FPCO. They will be provided with the description of a school official and what is considered to be a legitimate educational interest so that parents know with whom they can share information and seek access to or amendment of education records.

The above Annual Notification will be included in the Student Handbook and will be included in a Parents and Students Rights Page on the IDEA Cyber Charter School Portal.

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

IDEA Cyber Charter School is committed to integrity at every level and to maintaining accurate, authentic records of enrollment.

Student Services and the Accounting Department will work closely together to communicate student enrollments and withdrawals. Notification to school districts of origin of students will be a top priority for both enrollments and withdrawals. The Student Services Department will be responsible to gather all of the appropriate information which will be included in the enrollment and withdrawal packets and will, within 3 days of receipt, notify the Accounting Department. The Accounting Department will provide all the necessary information to the district of origin on the next district school day or day of operation (as in the summer months and other school breaks).

IDEA Cyber Charter School will have program on the school portal to maintain current student data, including enrollments and withdrawals so that we will always be able to give an up to the minute accounting to Pennsylvania Department of Education and School District child accounting forms (including, but not limited to, PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership).

IDEA Cyber Charter School will gather the following data to submit to the PDE: Student name, names and addresses of parents or legal guardians, student status, (resident/nonresident), date of birth, gender, ethnic code, grade level, entry code, entry date, withdrawal code, withdrawal date and exceptionality code.

Student Services and Finance will collaborate with the parents to notify the student's school district of residence of the student's enrollment at IDEA Cyber Charter School within 15 days of enrollment and will use the forms developed by the PDE for the notification.

Likewise, IDEA 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 IDEA.

G. Describe plans to evaluate student performance.

Our plans for evaluating student performance include oral and written assessments, PSSA/PASA assessment testing, bi-annual standardized testing (MAPS and COIN), attendance, assignment completion, portfolios, self evaluations, hands on education (i.e., Carpenter Math), involvement in the community in which they live, volunteerism, level to which they take advantage of the opportunities offered by the school, community, place of worship and family. These evaluations will be completed at the end of every year with each students Placement Team.

See Attachment H: Assessment Grid

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

The CPI's and IEP's will incorporate personal mission statements that students will be free to review, rethink and revise as they move along in the journey toward their goals.

Faculty, staff and programs will model "win-win" in both philosophy and practice. As students and their paraeducators and families begin to see, understand and use these concepts their value will, and the value of the habits will become apparent and ingrained into

the very fabric of their being. This approach is equally supported for use with at-risk students to build self-esteem and confidence so that they may begin to realize some measure of success no matter how small. The 7 Habits, Love and Logic, Moral Intelligence are thus consistent with New Paradigm literature on the cultural context in schools as it relates to at-risk students which demonstrates that the culture of the staff filters into the work with students. When the staff and teachers live and model these foundational habits and practices, it becomes the precedent for all relationships and is the acceptable medium for students and staff alike to develop their character.

Authoritarian or punitive approaches such as preaching, demanding a particular behavior or demanding conformity will be considered aberrant staff and faculty behaviors and will be cause for development of a plan of correction. Standards and expectations will at no time be greater for students than for staff, i.e., if it would not be acceptable to dock staff or faculty paychecks if they are late with a job responsibility it will likewise not be acceptable to dock a student's work for being late. This "No Double Standard" policy will strengthen authentic bonds between students and all the people who are at IDEA to educate and be educated.

When students have not learned how to be empathic it is typically because no one has ever shown or taught them. When educators respond to a student's lack of empathy/respect in authoritarian or punitive ways it insures that defensiveness and not empathy will be the outcome. At IDEA Cyber Charter School it is the duty of all the interacting staff members to model empathic behavior in such a clear and consistent manner that the students are able to identify and replicate these behaviors over time. Suggesting alternative methods of addressing difficult situations is as much a part of education as teaching them algebraic calculations.

When anyone, in this case students and paraeducators, has a safe nurturing, encouraging environment in which to develop these habits they are also able to develop empathy, the foundational concept of Moral Intelligence. IDEA teachers, staff and administration will by example teach the concept of seeking first to understand and then solving problems through empathic communication.

All of these practices will create a medium in which synergy, what Covey calls the summum bonum (the supreme or highest fruit) will be possible. Synergy is the magic that happens when $1+1=3$ or more Covey says, and it happens because the relationship between the parts is a part itself. It emerges when spirits of mutual respect and mutual understanding produce something new. It is not meeting half way nor compromising; rather it transcends the conflict to make something amazing that is win-win that brings out the best in people and situations.

Finally, from the Board of Directors, the Executive Team leadership diffusing out to the entire school through the directors, staff and faculty, and the students we will all "sharpen our saws" on a regular basis (informally often and formally every six months) as we evaluate ourselves, our jobs, departments, programs and students and create an atmosphere of ongoing growth and improvement.

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

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

The Board of Trustees will meet regularly and receive reports from the Executive Team, regarding student progress toward the school's learning goals, as measured by standardized tests, student test scores from grade level rubrics, and evidence from student portfolios and projects. In addition, the Board of Trustees will conduct an Annual Review of student achievements relative to the goals and objectives of the school each year. The results of this Review will be made public in an Annual Report, and a copy will be submitted to the School District and to the PA Department of Education by August 1st each year. An outside evaluator will be solicited within the first three years of operation to examine student performance relative to the school's operations and to provide feedback on whether the school's emphasis and resources are most effectively organized. Results from the Pennsylvania System of State Assessment (PSSA) in its respective grades will be particularly scrutinized, as they provide information on proficiency and reference points to other students in their age group. Results of these tests will be reviewed thoroughly by the Board of Trustees, by the Executive Team and by the teachers within two months of their receipt. Information from the school-wide tests will be included in the Annual Report. Results from these tests will be used by teachers and other staff members in professional development sessions to review the school's progress toward meeting its high academic standards. These sessions will identify areas where student performance is particularly weak, and enable teachers and other staff to develop corrective action plans to improve the focus and direction of the school.

5. School Community:

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

IDEA Cyber Charter School staff will establish partnering relationships in the communities from which our students hail so that our students are able to take advantage of the opportunities available to them and so that they are able to give back to their communities.

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

The mission of IDEA Cyber Charter School was designed and written by parents who have cyber schooled their children, have taught, administered and have done guidance counseling in cyber schools. We have seen what cyber education can do for students and are committed to building a school that will allow our students to benefit from all the extraordinary advantages of cyber education.

As some of us are parents of children with special needs, we have done extensive research; we have joined communication boards of other parents with children with special needs and have solicited input, advice, direction and ideas from many parents from across the state. The suggestions and concerns of all these contacts have been incorporated into the design of IDEA Cyber Charter School. Particularly apparent in the interpretation, design and implementation of our special education department, their suggestions have shaped the tone, attributes and the attitudes of the founders of IDEA.

As some of us are parents of gifted children, also with their own set of particular needs, we have researched educational literature and have consulted with professionals and other parents of gifted children in order to ensure that our programs will meet the needs of gifted children.

Our children will attend IDEA Cyber Charter School. The children of our colleagues, supporters, friends and families will attend IDEA Cyber Charter School. The students that attend regardless of where they originate, will all be viewed as treasures of highest value with whom we will use the collective genius of the founders, the Board of Directors, Executive Team, Directors, Teachers, Touchstones, School Guidance Counselors and all other staff in order to form positive relationships with students and families that remove, rather than create, barriers to education.

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

Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other community organizations.

The staff, faculty and administration of IDEA Cyber Charter School will seek first to understand the complaint and its affect on the student, paraeducator (parent/care giver) and/or student body. The person receiving the complaint will then seek to understand what the complainant would like to see happen. At that point, the person receiving the complaint will assure the complainant that s/he will communicate the concerns to (and name the person) and give the complainant the phone number of the person to whom the complaint is being referred. The complainant will also be given the route with a phone number to contact the Board of Directors if their concerns are not addressed appropriately to their satisfaction along with possible corrective action.

All complaints, along with actions taken and outcomes, will be logged, classified and analyzed so that we can not only fix things that are not working, but also see trends or patterns that could alert us to problems before they become crises. We will use this information to improve our staff, our programs and our school. By these means we will be able to track our progress and generalize the successes of change in one area to others where improvement is needed. These data and reports will be discussed (excluding embarrassing information) at the annual staff retreats in order to create learning opportunities to bolster our growth and development.

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

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

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

IDEA Cyber Charter School will offer extra-curricular activities as an extension of the overarching mission of the school and in keeping with the philosophy of the founding coalition. Students will be encouraged and aided in the pursuit of their interests and goals in all areas.

Students will be offered assistance in finding teams and programs that are available in their areas, in addition to offering a variety of cyber friendly extracurricular activities. The administration of IDEA Cyber Charter School will actively attempt to build positive relationships with the school districts throughout the state. We will work with students and families to make our students involvement in school district activities easily accessible. Should a student seek an opportunity that is unavailable through their district, we will aid them

in locating a suitable program in their area. By helping students to pursue their outside interests, we will give them additional opportunities to discover their own genius.

Within the school, we will actively work to develop extra-curricular clubs and programs for our students. These clubs and programs will not only allow students an opportunity to find additional opportunities for personal growth and success but will further increase the sense of community that is so much a part of the founding coalition's philosophy.

Some possible clubs and programs that the school, families, and students might develop are a school newspaper, a chess club, a debating club, a movie club, Math Club, and Book Club. Students will also have the opportunity to be involved in planning their prom and yearbook.

As the students begin to express interests in other types of clubs and programs, the administration and staff of IDEA Cyber Charter School will work to develop the programs in the cyber setting. We will also support the students in developing an online art gallery to display students work in the fine arts, photography, and writing.

IDEA Cyber Charter School will also establish a Student Government. This Student Government will serve to increase the students' sense of ownership in their education. IDEA will also encourage at least one representative of the Student Government to attend the Board meetings as a non-voting member.

By maximizing opportunities for success, building a sense of community, and imparting a sense of civic duty and the sense of ownership in their education, IDEA Cyber Charter School will be using extracurricular activities as another method of helping our students become confident, successful, well-prepared members of society.

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

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

IDEA Cyber Charter will inform students and their families that IDEA students are permitted to participate in their local school district's extra-curricular activities like drama clubs, athletics, debate teams, orchestras, choruses, bands, foreign language clubs, chess clubs, nursing clubs and community service projects provided our IDEA Cyber students meet the same requirements as students who attend brick and mortar schools within the school district. The IDEA student's guidance counselor and/or Director of Student Resources will work with the student to remove barriers and facilitate the students success in extra-curricular activities.

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. Curricula will be compatible with Microsoft products – list of resources being used is attached

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

By way of the various mediums of technology there will always be an open line of communication available for students to someone who may be of service to them at the school. If they are working on their schoolwork, they will have a little Question button icon lightbulb to click to talk to their teacher when the teacher is in his/her office. Students will be able to see when their teacher is in but they are not limited to only asking questions when their teacher light is on. They can ask a question and when the teacher returns the light will show that she/he has a message from a student. Touchstones will also have hours so that students can come into a multimedia classroom and talk or go to straight, internal im'ing for private conversations. The student will see a solid light while they are in a que to talk to a teacher and a flashing light when the teacher has answered them. Access to conversations is restricted by passwords and processes to prevent abusive eavesdropping. More open access within the school community to communication is available to students and parents alike by means of an internal e-mail system.

IDEA Cyber Charter School will have two sets of email systems – one internal that is for everyone (students, paraeducators, parents, staff and faculty) and one that can communicate with the outside world so that we can communicate with the outside world. The external e-mail system will be for staff and faculty to communicate with individuals, programs and community organizations and businesses outside of the school in order to assist students to meet their goals and plans.

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

IDEA Cyber Charter School's Information Technology Department will provide three levels of support to students and parents. The first level of technical support will be provided by our vendor who will receive the call, document the problem and the help given/resolution. If that does not solve the student's problem they will escalate the call to the second level of support.

The 2nd level of support will be the Help Desk Operator and the Help Desk Administrator who will work in conjunction with the vendor to solve the problem. Most of the time HDO and HDA will be able to solve the problem. If, however, the problem persists, they will escalate it to the Director of Information Technology who will either solve the problem or provide the student with alternative equipment and send a shipping level for the return of the malfunctioning equipment.

Every student will have, fastened to the inside of their laptop, a durable label with the phone numbers for the vendor IT support, the HDO (Help Desk Operator) and the HDA (Help Desk Administrator), the on-call number for teachers, touchstones and administrators. If a student is experiencing a problem they will be able to reach a live person 24 hours a day, 7 days a week.

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

The only personal data that will be gathered online will be the initial enrollment information needed for further contact of that student. Parents and students access the form from the front page of the website. If they choose they may complete the form there or they may call the school. If they choose to complete the form online, once they submit it, the information is removed to a secure secured section of our web portal from which it is not possible to remove or access it from outside, The design of the web portal will insure security of information provided at initial enrollment.

Describe the methods to ensure authenticity of student work and the proctoring of exams, portfolios

1. Attendance will start recording and will be logged as soon as the student signs into the web portal.

The portal will be developed so that the time logs will be kept on the same server that students sign into. Every user name and password will have selected “rights” upon signing into the school portal; students and their paraeducators will have access to their own attendance records but not to other students. Administrators, teachers, touchstones and student services will have access to student records as needed to perform the duties of their positions. Student work will be authentic because students will all have their own username and password and all assignments for each student will only be accepted if submitted through their course - IDEA Founders are convinced and confident that CPI’s which will result in customized work will reduce the risk of inauthentic work by students. We also anticipate that it will have the added benefits of higher quality work from students, student work that is completed in timely ways, and vastly improved assessments as students will own their education and what they learn.

The pedagogical foundations of IDEA Cyber Charter School character education are the Covey literature of 7 Habits and the 8th Habit; the Faye literature of Love and Logic and the Borba literature of Moral Intelligence.

Teachers, touchstones and other staff will be trained, in-serviced and supported to incorporate these foundational philosophies into the delivery of education and addressing behavioral issues. According to Faye (Effective Discipline for Today’s Schools) youngsters have four basic needs: 1) to be in – Inclusion; 2) to have a say in what happens – control; 3) to like and be liked – affection; and 4) to be seen as capable – competency. “To the extent we can help kids fulfill these needs, we bond them to us, to the school, and to an ongoing love of education. When these needs aren’t fulfilled in kids, they are driven from us. When we address these needs kids become responsible, own and solve their problems, do their work, and behave in a somewhat reasonable manner. “Being responsible is a learned behavior” meaning we must teach it.

The second partner in this wedding of philosophical ideologies is Covey’s, 7 Habits of Highly Effective Teens which we will begin modeling and teaching in Kindergarten. The entire program of IDEA Cyber Charter School from the curriculum, school design, governance, enrollment of students, reward/motivation/encouragement celebration systems and educational delivery, center around and incorporate Covey’s 7 Habits literature.

By involving our students and their parents/paraeducators in their education planning from the moment of their enrollment in both the student’s education and in the assessments of the success of the chosen programs and the school itself, we are teaching them to be proactive and authentic – both in opportunity and by example. We are also teaching their entire families to be proactive as we support family programs that nurture family health.

We are teaching our students to begin with the end in mind as we ask our students to consider their future and set their goals, which we will help them develop over time and thereby begin with the end in mind.

Our touchstones are pivotal to teaching and assisting our students to set priorities that will support their success in school and in life. Touch-stones will help students to assess their own style and practices and guide them to self-evaluate and thereby self-correct. By making this practice safe our students will be freed to learn intellectually and grow as a thriving human being.

The CPI's and IEP's will incorporate personal mission statements that students will be free to review, rethink and revise as they move along in the journey toward their goals.

Faculty, staff and programs will model "win-win" in both philosophy and practice. As students and their paraeducators and families begin to see, understand and use these concepts their value will, and the value of the habits will become apparent and ingrained into the very fabric of their being. This approach is equally supported for use with at-risk students to build self-esteem and confidence so that they may begin to realize some measure of success no matter how small. The 7 Habits, Love and Logic, Moral Intelligence are thus consistent with New Paradigm and literature on the cultural context in schools as it relates to at-risk students which demonstrates that the culture of the staff filters into the work with students. When the staff and teachers live and model these foundational habits and practices, it becomes the precedent for all relationships and is the acceptable medium for students and staff alike to develop their character.

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When anyone, in this case students and paraeducators, has a safe nurturing, encouraging environment in which to develop these habits they are also able to develop empathy, the foundational concept of Moral Intelligence. IDEA teachers, staff and administration will by example teach the concept of seeking first to understand and then solving problems through empathic communication.

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From the Board of Directors, the Executive Team leadership diffusing out to the entire school through the directors, staff and faculty, and the students we will all "sharpen our saws"

on a regular basis as we evaluate ourselves, our jobs, departments, programs and students and create an atmosphere of ongoing growth and improvement.

Using this model students will produce authentic work, will develop a personal integrity that will need little if any outside controls to maintain because it will emanate from within their own psyche's, spirits and positive sense of who they are. While we will proctor all standardized testing according to the laws of the state of PA and the regulations set forth in the exams, we expect to see students becoming comfortable in learning by making mistakes which will also increase authenticity of their work habits and their work.

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

The Director of IT of IDEA Cyber Charter School has recommended an HP Smart buy NX6325 Turion Laptop with a 1.6 gig processor and 512 mb of ram. Contained in each laptop is a wireless adaptor, Ethernet adaptor and 56 k internal dial-up modem. The software for each computer will be Windows XP Professional Operating System coupled with Windows Office 2003 as well as Symantec corporate edition antivirus and content filtering program. In addition there will also be Phoenix Recoverware Pro or some similar program to help with trouble shooting every computer. The internet connections will be based on the availability of providers in the student's geographical location. The financial compensation will cover each students cost of internet provider in full. We are pushing for high speed connectivity whenever possible; although high speed is not available in every location.

II. NEEDS ASSESSMENT

1. Statement of Need:

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

Students who are not thriving in their current educational setting will find a refreshing educational setting. Most schools are not hands on – as IDEA is – we are broadening the experiences for kinesthetic learners with such programs as Carpenter Math, the camping programs (Drama, Music, Science, Math, Art) and many others. Traditional brick and mortar schools are not able to provide self-paced learning opportunities as IDEA can with our CPI's and intensive student supported learning. Pregnant and Parenting teens, student who need to work, student in families where parents must travel for work can take their school with them where ever they go if they are IDEA students. Students who are pursuing non-academic interests such as gymnastics, swimming, dance, the arts and sports can complete their education if they attend IDEA because they can attend school when it is convenient for them. Students who observe many religious holidays when typical schools are in session, can select their holidays and their days off of school and still earn perfect attendance.

The escalation in bullying, school violence in combination with an increasingly violent society over all, the political uncertainty that our young people confront, combined with our own government's response to threats to our national security – perceived or real – exposing them to violence and insecurity everywhere they turn. Children cannot even accompany their parents on flights without their personal privacy being violated.

We have not been able to find any data to indicate that NCLB has reduced the drop out rate or increased graduation rates. We are confident that the pedagogy and philosophies of education and relationships that are in place for IDEA Cyber Charter School, our school design will reap a tremendous increase of students experiencing safety and a sense of well-being.

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

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

IDEA Cyber Charter School is an excellent resource for the students whose needs cannot or are not being fully met in their home district schools because they are learning at home when it works best for them. Because they may attend and receive credit for attending school on weekends and what might otherwise be considered holidays, they can even achieve perfect attendance. Athletes who need to use gyms while other students are in school can do so and attend school when it works for them. Students who need Kinesthetic learning opportunities can have their curriculum customized to their learning styles and needs. Students can effectively take their school with them and have the constancy of their peers and school even when other things are not as stable for them. Foster children, for example, would not have to change schools every time they get moved to another foster home.

Overall, cyber education at IDEA will create enrichment opportunities and expand the learning experience.

2. School Demographics:

A. What are the school's enrollment projections for each of the first five years? IDEA is prepared to enroll 1300 students the first year and increase enrollment by 10% each year for the first five years.

What is the school's ultimate enrollment goal? Our ultimate goal for enrollment at IDEA is 2,000 students total in all grades from kindergarten through 12th grade.

What grades will be served? All grades from Kindergarten through 12th grade will be served.

What is the entry age for kindergarten students and the entry age for beginners? The entry age for kindergarten is 5 years old by the first day of school and the entry age for beginners is 6 years old.

How many students are expected to be in each grade or grouping? We expect to enroll 100 students per grade or, 700 students in the elementary school and 600 in the middle and high school.

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

The Western Chester County Area (from Exton to Eagle) is surrounded by beautiful rural Pennsylvania farmland. It is rich with history, and recreational opportunities. It is being developed rather rapidly, thus has a rather suburban feel to much of the area. It is also located relatively close to very poor urban areas on which the school could have a positive impact.

C. Why was this location selected? This area is our first choice because of its availability to the Turnpike making it relatively easy to drive to; and because it is centrally located for founders will become employees when the school opens.

Are there other locations suitable to the needs and focus of the school? There are many other areas that would also be suitable and we have looked at a building in York and are also considering the Lancaster, Phoenixville, Reading and Spring City areas.

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.

IDEA Cyber Charter School will joyfully welcome all children who apply to the school. We look forward to serving groups of students who are discriminated against because they are immigrants, and others who are disenfranchised because of their migrant status. We plan to have an ESL program large enough to serve all the students who come to use with English Language Learner needs and challenges. Because the Western Chester County Area is close to the Mushroom farms we do expect to be able to serve Migrant children.

3. District Relations/Evidence of Support:

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

See Attachments D: Petitions and Letters of Support

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

IDEA Cyber Charter School sent letters to each superintendent (or their representative, in cases where there were no superintendents) in every school district listed on the PA Department of Education website.

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

All administrators, faculty, guidance, and all other staff will make every possible effort to form and develop a collaborative relationship between IDEA Cyber Charter School and the school districts from which our students hail. Specifically, our Director of Student Resources will contact each district and let them know of the services, (the Virtual Family Program, the website resource page for parents and educators, our tutoring program, Pregnant and Parenting Program, volunteerism, co-op, and others).

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.

See Attachment C: Superintendent Letters

- 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.

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.

See Attachments D: Letters of Support

III. GOVERNANCE

1. Profile of Founding Coalition:

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

The Founding Coalition are made up of parents, educators, business owners, a banker, a master carpenter; people who have experience with their children attending cyber schools and other with experiences with their children attending public brick and mortar schools. We have worked in every area of cyber education from teaching, administration, guidance counseling to supporting cyber education as parents in other schools.

We have seen the potential for cyber education. We have a vision for the magnitude for how cyber educating children can provide them with the tools, supports and resources they need in order to thrive; to learn what their genius is and to be able to use it for their own good and the good of others.

On that platform we have designed a cyber school that will authentically meet the needs of the students who choose to learn with us.

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.

The Founder of IDEA Cyber Charter School came together as one person shared the vision with another and another and another. Along the way we met many people who are enormously discontent with their educational choices, with children who are being hurt in their current educational settings, with children who are legitimately afraid to go to school because it is not safe never mind not educating them. We have met people who were being or are being herded through in educational programs where at times they are bored and other times overwhelmed. We have created a program that will address individual needs of children in a safe and loving environment where each is cared for and valued as a human being.

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

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.

As we continue to share our vision and mission with everyone who will listen (and there are many) we continue to gather founders and people who want to build an awesome cyber school which will authentically meet the needs of children individually and collectively. We expect this “marketing” of the school to also serve our teacher and staff recruitment, student recruitment, funding, building location and operation of IDEA. It is the most exciting opportunity for education that we have found individually or as a group.

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.*

B. How will the Board of Trustees be selected?

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

D. Describe the roles and responsibilities of the Board.

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

Some of the ways that IDEA administrators are taking to facilitate productive relationships between administrators and teachers are in-services, camping programs, trainings, administrators are going to "keep their feet wet" teaching courses from time to time, the staff retreats that will be held at the end of the first year and then bi-annually there after. The philosophies, pedagogy and management style of the school function at every level to promote a strong and healthy, collaborative relationship between administration and faculty as well as all other staff of the school.

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

Parents/paraeducators will be involved in the decision making regarding their children's course of study at IDEA Cyber Charter School from the time of enrollment until graduation. They will also have many opportunities to give input into decisions that will affect their children while at IDEA. They will be welcome at Board Meetings and their opinions will be valued. Surveys, questionnaires and online polls will be conducted at least yearly and more often if needed to improve the quality of the school.

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.

See Attachment L: Department of State Articles of Incorporation
See Attachment E: Bylaws

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

See Attachment F: Board Member Documents

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

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.
- 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.

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

See Attachment G : Financials / Budget

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

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

- *United States Treasury bills.*
- *Short-term obligations of the United States Government or its agencies or instrumentalities.*
- *Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.*
- *Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.*
- *Shares of an investment company registered under the Investment Company of America Act of*

*1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.*

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

The school treasurer shall settle his 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.

We have contracted with Brian Gibson at Exit Realty in Media, PA to locate a facility for IDEA Cyber Charter in the Western Chester County area. We have chosen this area because of its access ability to the PA Turnpike making it easier for employees, students and their families from across the Commonwealth to have ease in travel for work and for attending meetings and functions at the school. It is also centrally located for founders who intend to work at the school who will be coming from the Northwest, from Lancaster and from NE Philadelphia. We are open to either leasing or purchasing property that will suit the needs of the school and the children we serve.

- 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.

We will only consider properties that are either suitable or which could be made suitable in time to prepare appropriately for our students.

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

The facility will be maintained on a daily basis by a custodian and a maintenance person who will be supervised by the Director of Student Services who is a master carpenter and has the supervisory background to best be suited for this work.

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

We have looked at several facilities; however have not found anything that we consider suitable for children or our employees. We looked at a former IU facility and found it to be extensively contaminated with mold and mildew. We were concerned that in a building where the contamination was obviously many years set, children had been there as recently as May, this year. We will not consider anything that will not be safe for our employees and children.

- E. Describe facility-financing plans.

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

We have an active and involved Development Department. They are exploring the possibility of donated land that may be available through the DuPont Foundation – in which case our Student Services Director has already been in touch with several modular building contractors who, depending on when we receive our charter, will be inhabitable by the end of June. We are also planning, as early as next week to begin writing grants for funding to be able to lease or purchase property for the school

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.

See Attachment K: Insurance

We have requested bids from three Insurance Agencies and have attached the information we have received to date from the Hartford Insurance Company.

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.

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

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.

IDEA Cyber Charter School will use press releases and classified help wanted add in newspapers across the state, human resources on the website, on line resources such as Craig’s List, teachers-teachers.com, the PDE and PA Educator.net to publicize the school and attract a sufficient pool of eligible applicants. At the time of the filing of this application more than half the number of qualified teachers needed have approached various members of the board seeking teaching positions.

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

Outreach to potential students and their families will be accomplished by newspaper press releases, posting brochures and pamphlets in libraries, supermarkets, information booths at state and county fairs, malls, visiting churches, mosques and temples, word of mouth, partnering with community groups and service organizations and general information sharing.

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.

All students who live in the state of Pennsylvania are eligible for admission to IDEA Cyber Charter School. Students will complete applications which will include permission forms requesting information from previous schools, appropriate medical information, appropriate dental information or forms to obtain same. All students will be accepted on a first come, first serve basis until each grade is filled.

C. Explain administrative procedures to ensure compliance with laws pertaining to special education. Do procedures to match Special Ed policies

IDEA Cyber Charter School will meet the educational needs of students with disabilities in accordance with Chapter 711 as follows:

1. IDEA will provide alternate assessments - IDEA Cyber Charter School will ensure that children with disabilities are included in all general state and district wide assessment programs and alternate assessments. These assessments will be aligned with challenging academic state standards or alternate standards as adopted by the state. Appropriate accommodations and modifications will be given as indicated in IEP. Records of testing, accommodations and student performance will be maintained by the school.
2. IDEA will comply with the Annual Special Education & FERPA Notice - IDEA Cyber Charter School Founders recognize and understand their requirements of the school to give annual notice regarding Special Education services and programs and the rights of students with disabilities and notification of rights under the Family Educational Rights and Privacy Act. The annual notice will be published in newspapers or other media before any major identification, location or evaluation activity and will contain all information required by I.D.E.I.A. (Individuals with Disabilities Education Improvement Act (2004), 20 U.S.C. 1200 et. seq.) IDEA Cyber Charter School will also notify parents annually of their confidentiality rights according to FERPA (Family Educational Rights and Privacy Act of 1974) on the school's website and in a letter sent out with the final report card for each student's academic year.

See: Attachment J : Special Education Documents

3. IDEA Cyber Charter School recognizes that assistive technology devices are part of the services that local school districts must provide for a child with a disability, at no cost to the child's family, if determined by the IEP team. IDEA Cyber Charter School will also be responsible to maintain and repair assistive technology used to implement an IEP. The IDEA Cyber Charter School Board also recognizes

that the IEP team is responsible for determining the need for assistive technology devices. Assistive technology device is defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain or improve the functional capabilities of children with disabilities. We further recognize and acknowledge that all timelines set forth in state and federal laws are fully applicable to assistive technology devices which will be secured on loan or lease if manufacturer delay is anticipated.

4. IDEA Cyber Charter School will provide one-to-one support for students with behavioral disabilities including the individualized assistance that a teacher or other staff member might provide when an IEP or 504 team determines that the student needs that support for all or part of the school day. Although these services might be available and funded through MA (Medical Assistance), IDEA CCS will assume the responsibility to provide them so that there are no delays or gaps in service even if the school must provide the qualified staff. Additionally, the policy discusses proper documentation requirements and collaborative requirements with MA.
5. IDEA Cyber Charter School Principals will conscientiously conduct Child Find activities and will be responsible to ensure that children with disabilities are identified, located and evaluated and that a practical method is developed and implemented to determine which children with disabilities are currently receiving special education and related services. The Placement Teams will be thoroughly trained to understand their responsibilities as part of Child Find. If they even have a suspicion that a student may need evaluation they will refer them to the Director of Special Education. The Special Education Director will evaluate further and assess each student according to their past and current records, assessments and other evaluations. He or she will assure public awareness, outreach, screening and pre-evaluation screening specifics.
6. IDEA Cyber Charter School will develop and maintain behavioral support programs for students with disabilities through our Guidance Department. Students with disabilities who engage in inappropriate, disruptive or prohibited activities will be disciplined in accordance with their IEP. All school discipline will follow the philosophies of 7 Habits and Love and Logic in line with state and federal laws and Board policy. Students with disabilities will not be expelled if the particular misconduct is determined to be a manifestation of his or her disability. Current guidelines are listed in the policy, however, the administration will consult with the solicitor whenever there is a question or a doubt regarding the discipline of special education students because the guidelines are subject to change.
7. IDEA Cyber Charter School welcomes and looks forward to serving students with disabilities and special education needs. No child will ever be turned away on the basis of their special education needs. Even the most challenging needs will be viewed as an opportunity to learn and develop creativity in meeting each child's needs so that barriers to their education are addressed from the beginning of their tenure in IDEA. All IEP's will include annual measurable goals and short term objectives/ benchmarks. IDEA Cyber Charter School provides year round schooling to all students. While students are required to attend 180 days they are welcome to attend as many days as they wish or need to meet their goals according to their CPI's which they are welcome to change as they grow.
8. The IEP team is comprised of teacher, paraeducator/parent, student, special education teacher, touchstone, school guidance counselor, administrator/principal (LEA), therapists and other support service providers. Most meetings will take place via telephone conference including how we will meet /do adaptations and

modifications of instructions for students; specificity of how often collaboration takes place (monthly or as specified in IEP) and the record keeping of collaboration and follow through.

9. Children with demonstrated physical, sensory, mental or emotional disabilities or otherwise be in need of special educational services, or if a parent expresses a concern about the child's progress, the child may be referred for an evaluation.
10. The entire evaluation process will be conducted accord to state and federal laws. Understanding that laws change, the Executive Team, Special Education and Guidance Counselors will, as a team, take full responsibility monitoring and responding to those changes.
11. The instructional delivery at IDEA is largely homebound; however whenever a student requires additional services in order to thrive and succeed educationally, those services will be provided.
12. IDEA Cyber Charter School will provide FAPE for all students with disabilities including those requiring intensive interagency approaches. We have several departments (Student Resources, Guidance, Special Education) with resources in place for expeditiously locating services for difficult to place students. We will utilize resources including the I.U. District, County MH/MR's and child welfare when they would be in the best interest of our students for each student who needs services.
13. The Executive Team and the appropriate Directors (Special Education, Guidance), teachers and touchstones of IDEA Cyber will insure that Least Restrictive Environment and inclusion occurs at all levels from academics to extra curricular activities, to sports, camping and volunteerism being confident that inclusion is to the maximum benefit of all students.

D. 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. We will enroll students up to the enrollment cap or until the end of the first semester – which ever comes first. Once enrollment is capped and closed we will begin arranging a waiting list. Students will be chosen to fill vacated slots randomly by lottery. Siblings of students already enrolled will be given priority. Children of Founders, Board members and employees will always be enrolled.

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

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

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with charter school law (Section 1723-A).

The policies of IDEA Cyber Charter School are written in their entirety to be non-discriminatory and in fact welcoming and joyful about the privilege of serving and educating everyone. All children will be welcome until the school enrollment is capped.

3. Human Resource Information:

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

The hiring of administrators will be conducted in accordance with the Interstate School Leaders Licensure Consortium Standards. There are six standards included in this in this list.

1. A school administrator is an education leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaboration with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Additionally, administrators will be hired based on credentials, the results of the interview process which will include the need to clearly demonstrate a belief system consistent with the mission statement of IDEA Charter School.

Teachers will also be hired based on their credentials and the results of the interview process. Additionally, they will need to meet the certification requirements as specified by the Pa Department of Education. Teachers will also need to clearly demonstrate a belief system consistent with the mission statement of IDEA Charter School.

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

The targeted staff size is 139 and teacher – student ratio of 1:25 (not counting special education teachers) and a touchstone – student ratio of 1:25 as well.

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

Act 48 Professional Development courses will be offered at IDEA. Our camping programs will include training opportunities, courses offered by PATTAN will be encouraged and liberally attended. All staff will have education dollars they can, and will be encouraged use to continue their professional development.

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

IDEA CHARTER SCHOOL believes in creating a harmonious working relationship between all employees. In pursuit of this goal, IDEA CHARTER SCHOOL has created the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace and experience.
2. Select people on the basis of skill, training, ability, attitude, and character without discrimination with regard to age, sex, color, race, creed, national origin, religious persuasion, or a disability that does not prohibit performance of essential job functions.
3. Compensate all employees according to the quality of their work and of their relationship building with their students; their effort and contribution to the success of IDEA Cyber Charter School.
4. Review wages, employee benefits and working conditions regularly with the objective of being competitive in these areas consistent with sound business practices.
5. Provide sick leave, paid time off and holidays to all eligible employees.
6. Provide eligible employees with health benefits.
7. Take prompt and fair action on any complaint which may arise in the everyday conduct of our school, to the extent that is practical.
8. Respect individual rights, and treat all employees with courtesy and consideration.
9. Maintain mutual respect in our working relationship.
10. Keep all employees informed of the progress of IDEA CHARTER SCHOOL, as well as the school's overall goals and objectives.
11. Promote an atmosphere in keeping with IDEA Cyber Charter School's Charter School's vision, mission, and goals.

E. Identify the proposed faculty.

The proposed faculty will consist of individuals with degrees and certification appropriate for the courses they are applying to teach. We intend to draw teachers, as students, from every area of the Commonwealth. Teachers will be hired without regard to race, religion, sex, sexual preference, national origin and color.

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.

See attachments F: Board Member Documents – Criminal History and Childline Clearances
Criminal History Clearances have been ordered and will be forwarded for Rich Andrews, Frank Farrell and Marlene West, and an updated Criminal History will be obtained for Shari Draayer.

- 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?

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.

All teachers at IDEA will have completed a minimum of a Bachelor’s Degree in elementary education with a focus on the curriculum they intend to teach. All special education teachers will be expected to teach and will therefore be required to have passed their Praxis exams. All teachers will either have passed their Praxis or will be working on passing it. To be hired all teachers will be required to provide the results/copies of their Praxis, Diplomas, Transcripts, certifications. They will also be required to provide at least two references. Each applicant seeking a position in the academic side of the school will be asked to read the philosophy and pedagogy of IDEA and to write a short paper demonstrating an understanding of the mission of IDEA and how they will apply it to their teaching methods and style.

See Attachment Q: Administrator – Teacher Assessment Information

Medical, dental, employee assistance, vision, long term disability, life insurance and retirement benefits through PSERS, a wellness program, credit union membership and Costco membership. In addition, the work environment at IDEA Cyber Charter School will be nurturing, supportive and one in which everyone is humanized and encouraged to apply their genius to the practice of their professions and work. An on-site staff day care and tutoring center for the children of employees will be a huge attraction for young, energetic, employees who are also committed to the nurturing of their own children and families.

4. Code of Conduct:

- A. Discuss any rules or guidelines governing student behavior.
- B. Describe your school’s policies regarding student expulsion and suspension, including students with disabilities.
- C. Describe your school’s mandatory student attendance plan and its fit with the code of conduct.

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

See Attachment F: Board Member Materials

Computers, peripherals and supplies

Parental approval/signature is required on the IDEA Cyber Charter School Lease Agreement before IDEA Cyber Charter School can supply a computer to a student. Students in grades K-12 who are participating in the IDEA Cyber Charter School curriculum will be eligible to receive a computer. In instances where there are several IDEA Cyber Charter School students in one family, one set of IDEA Cyber Charter School equipment is provided for every two students. Students are provided the following components: laptop, mouse, printer, fax, copier, scanner, phone lines, surge protector, headphone/microphone, CD and/or disks related to curriculum and/or school procedures.

All IDEA Cyber Charter School equipment is to be used by the student and/or the student's parent/guardian for school purposes only. Upon withdrawal, IDEA Cyber Charter School equipment is to be returned in good working order. Any damages or lost equipment will be at the family's expense as per the IDEA Cyber Charter School lease agreement. Damaged parts will result in the family incurring standard equipment replacement charges plus an hourly technician rate, billed at a minimum of ½ an hour. Missing components will result in the family incurring charges to replace any missing items. Paper and ink cartridges and are to be purchased at the family's expense as needed.

Pledge of Allegiance and Flag Salute

It is the responsibility of every citizen to show proper respect for his country and its flag. During on-site IDEA Cyber Charter School activities, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

Free and Full Education

All persons residing in the Commonwealth of Pennsylvania between the ages of 6 and 21 are entitled to a free and full education in the Commonwealth's public schools. Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools or from any extra curricular activities because of being married or pregnant. Every student must have a guardian regardless of age.

Freedom of Expression

Students do have the right to speak or publish and distribute their opinions. But, violators of the rules listed below are subject to disciplinary action.

- Do not use obscenities.
- Do not ridicule anyone.
- Do not slander a person's reputation
- Do not disrupt of the school operations or procedures

Computer Inspection

At no time does IDEA Cyber Charter School relinquish control of school computers or property. Students do not have a reasonable expectation of privacy in regards to the use of school computers. IDEA Cyber Charter School officials may show up on a doorstep and request to exchange a computer without notice and may do so either randomly or with reasonable suspicion that the computer is being misused. It is the policy of IDEA Cyber Charter School to fully cooperate with police, probation offices, Children and Youth Services, or other agencies.

School officials reserve the right to and will randomly search any and all school property at any time without specific cause. In addition, while participating in on-site activities, school officials have the right to

search students, their possessions and automobiles parked on school property *if there is reasonable suspicion that the student is in violation of any school rule or policy, or poses a threat to self or others while on school property*. Searches may include, but are not limited to, the utilization of a certified police drug detection dog, metal detection units, or any other device deemed useful in protecting the health and welfare of the school population.

Should any of the following items be found, appropriate disciplinary and criminal proceedings will be instituted against the student in accordance with the IDEA Cyber Charter School Code of Conduct Policy and State and Federal Law.

Examples include: knives, firearms, ammunition, firecrackers, smoke bombs, or any other incendiary or explosive device

- tobacco products in any form
- drugs (controlled substances) in any form
- alcohol in any form
- obscene materials
- stolen property
- drug use paraphernalia

PIAA Attendance

Students who participate in local districts sports programs have the responsibility to prove daily work or to report absences to his/her coach. IDEA Cyber Charter will report failing grades to coaches on a weekly basis *upon request*.

Student Responsibilities

Student responsibilities are described in the IDEA Cyber Charter School Code of Conduct which is signed annually by each IDEA Cyber Charter School student. Student responsibilities include regular school attendance, conscientious effort in work, and observance of school rules and regulations. Together, students, administration and faculty share the responsibility to develop a climate within the school that encourages authentic learning.

It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

Students should express their ideas and opinions in a respectful manner. Follow the rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect. Every Idea Cyber Charter School student is expected to;

- Maintain fair standards of safety and health, and refrain from causing disruption to the educational process.
- Support the school staff in operating an orderly school.
- Comply with Commonwealth and local laws.
- Act responsibly when using school equipment/property.
- Attend school daily and maintain a regular schedule for completing on and off-line assignments.
- Make up work when absent.
- Fulfill course requirements of study prescribed by Commonwealth and local school authorities.
- Abstain from indecent or obscene language in chat sessions, email, discussion boards, or other publications.
- Support and abide by the in the IDEA Cyber Charter School Student Code of Conduct.

General Discipline Procedures

The IDEA Cyber Charter School Executive Team reserves the right to suspend a student under certain circumstances. Some of the general discipline issues which follow apply only to on-site activities and not in the students' own homes where parental supervisory guidelines take precedence.

Arson

First offense: 10 days **out of school suspension**, will notify state police and discipline hearing for expulsion

Assault of staff or student

First offense: 10 days **out of school suspension**, discipline hearing, and recommend expulsion

Cheating and Plagiarism

First offense: a zero and/or F on that test, quiz, or assignment

Second offense: (in any class) will result in an F in that class for the semester. No credit for that class will be awarded

Disruptive Behavior

First offense: Verbal warning

Second offense: 1-3 days in/out of school suspension, required parental meeting

Consistent Disruptive Behavior

Disciplinary hearing and possible alternative education placement and/or disorderly conduct citation

Truancy

First offense: First warning given

Second offense: Citation sent to magistrate for students of compulsory school age

Drug or alcohol violation

1st offense: 10 days **out of school suspension** and selection of Option One or Option Two as per Board Policy as described in handbook

Second offense: Recommended expulsion

Fighting

First offense: 3 days in/out of school suspension/citation; discipline hearing

Forgery

First offense: 3 days in/out of school suspension

Second offense: Discipline Hearing

Insubordinate behavior

First offense: Verbal warning

Second offense: Disciplinary hearing

Leaving school without permission

First offense: Discipline hearing.

Major violation

First offense: Any violation considered a major violation by the administration could result in a full 10 days in/out of school suspension, discipline hearing, and/or recommended alternative educational placement or expulsion.

Stealing

First offense: 3 days in/out of school suspension

Second offense: Discipline hearing

Terrorist threats such as bomb scares and false alarms

First offense: 10 days **out of school suspension**, criminal/ civil prosecution, and expulsion recommended.

Tobacco violation

First offense: Citation sent to magistrate

Unacceptable Language

First offense: Verbal warning or possible citation at administrative discretion

Unlawful harassment or ethnic intimidation

First offense: 5-10 days in/out of school suspension, discipline hearing, and/or recommended expulsion

Vandalism

First offense: 3-10 days in/out of school suspension and restitution

Second offense 5-10 days in/out of school suspension and restitution and discipline hearing

Violence

1st offense: 3-10 days in/out of school suspension. If administrator deems offense as severe, police action, a discipline hearing, or alternative education placement will occur

Weapons

First offense: Expulsion for a period of not less than one year for any student who is determined to have brought onto or is in possession of a weapon on any school property, any school sponsored activity or any public conveyance providing transportation to a school or school sponsored activity. The police will be notified.

IDEA Cyber Charter School Attendance Policy

Regular attendance is essential so that each student accomplishes their academic goals. A day's attendance is defined as 2.5 hours of work per day for kindergarten, 5 hours of work per day for grades 1-5 (25 hours per week), or 5.5 hours a day for grades 6-12 (27.5 hours a week). The daily work schedule can be planned individually between the student and his/her parent, but midnight Sunday begins the new week. Warnings are sent when a student gets one full week behind, and truancy charges are filed if the same student gets a week behind in hours at any other point during the year. When sickness or family obligation necessitates an absence that would cause a student not to be able to complete the required hours by weeks end, the homeroom teacher should be notified by email. Any student who becomes two weeks behind will require a medical excuse or a meeting with the principal to discuss the child's continued enrollment at IDEA Cyber Charter School.

The following reasons for absences are acceptable:

- Illness - be specific
- Serious illness or death in the immediate family
- Emergency medical or dental attention
- Absences approved in advance by the principal
- Authorized religious holidays

The following reasons are illegal and unexcused in accordance with the Pennsylvania State Attendance Laws:

- Truancy
- Lack of transportation
- Trips not approved in advance
- Shopping
- Birthday or other celebration
- Hunting, fishing, attending ball games or sporting events
- Gainful employment
- Sleeping in
- Any other reason not listed in the legal excuse grouping

Students of compulsory age, having illegal absences, will be handled as the state attendance laws stipulate. Persistent absences (10 days a semester or 15 days a year) require that all future absences require a doctor's excuse faxed to the IDEA Cyber Charter School, directly from the doctor's office. Financial responsibility in satisfying this requirement remains with the parent.

The individual teacher's attendance record will stand as the official attendance record for that class. It is the student's responsibility to stay current with his or her teachers.

The current standard set forth by the PA Department of Education states that one credit of instruction must meet for 120 face-to-face clock hours. Students missing excessive days (except medical, funeral, college visits, or court appearances) would not receive credit for that course. Credits toward graduation requirements start at grade 9.

The IDEA Cyber Charter School procedure is:

It is the student's responsibility to present documentation regarding school absence to IDEA Cyber Charter School. A student shall not be considered absent from class when an absence is due to school-related activity (clubs, physical or fine arts activity, family field trip, etc.) or suspensions. The alternate activity should be logged and specified by the family, with a third-party sign-off, in order to count as for a portion of the student's instructional hours for that day. Students, who are moving mid-year, must fulfill semester course requirements in order to receive IDEA Cyber Charter School credit.

IDEA Cyber Charter School
Acceptable Use of Computer Networks/Internet

All IDEA Cyber Charter School students are required to read the Acceptable Use of Computer Network/Internet Policy and agree to abide by the Terms and Conditions stated therein:

Students - I understand and will abide by the Acceptable Use of Computer Network/Internet Policy, including never using a personal disk in the system and never removing a district disk from the district premises without prior written approval of the classroom instructor or building administrator. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken. I have also received, read, and understand the IDEA Cyber Charter School Student Manual and Student Code of Conduct.

User/Student's Name (please print) _____

Signature _____ **Date** _____

Parent or Guardian I have read the district Acceptable Use of Computer Network/Internet Policy and understand that this access is designed for educational purposes. IDEA Cyber Charter School has taken precautions to eliminate controversial material. However, I also recognize it is impossible for IDEA Cyber Charter School to restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the network. Further I accept full responsibility for supervision if and when my child's use is not in a school setting. I have had the opportunity to read and reinforce the IDEA Cyber Charter School Student Manual and Student Code of Conduct with my child.

Parent/Guardian's Name (please print) _____

Signature _____ **Date** _____

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

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

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

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

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.

1. Formation of Board – Founder’s Board currently managing IDEA Business
2. Board of Directors will be elected when Founders are notified that IDEA is chartered.
3. Incorporation with the Department of State – Accomplished
5. Application to the PDE for a Charter – Completed 10/16/06
6. By-Laws, Special Ed, Student Code of Conduct, Guidance Completed – submitted with Application
7. Establishment of Timeline, Start up budget approved – Completed
8. Professional Resources with whom contracts will be developed:
 - Legal – in process
 - Realtor – Brian Gibson (Exit Realty) – actively searching for facility
 - Accountant – Steve Goldflam
9. Web Developer – found; waiting for charter and funding
10. Insurance – accepting bid proposals
11. Begin enrollment of students as soon as Charter is granted. Purchase or lease facility including all necessary certificates and occupancy permits must be issued and in effect – no later than June 1, 2006
12. Completion of renovations and installation of security system, telephone, technology lines and other wiring, arrange for utilities (gas, oil, water, sewer, trash), building services (cleaning, electrician, plumber, HVAC contractor, grounds maintenance, exterminator) and Certification of Occupancy to PDE, all other necessary contracts signed (insurance – including facility, liability, medical, dental....) staff cell phones – no later than June 30, 2006. Also during the months of June, July and August Recruiting and hiring of staff and faculty, marketing and fund raising will continue in full force.
13. Order and receive equipment, furniture and supplies; setting up offices, prepare to receive student records and send out student packets, prepared to accept inquiries from families and others in community; generally ready to start business, order assessments, curriculum, technology and materials for students by July 13th.
14. Beginning in July - Request student records and begin enrollment processes. Establish waiting list and lottery,
15. Student camps and orientations according to schedules established on the school Calendar.

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.

The Founding Coalition of IDEA Cyber Charter School will comply with all applicable safety requirements, including Inspections by the building inspector, the fire department, municipal licensing authority and compliance with all other federal, state and local health and safety laws and regulations. Application for certificates, licenses, etc. are incorporated into the planning process

7. School Health Services

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

All school health services will be provided as needed and as required under Article XIV of the public school code. All students will be encouraged to obtain medical care and screenings through their physicians and for those who are not able to obtain appropriate medical care locally, IDEA has begun negotiations and appropriate certifications for a physician, PA and dentist to provide services during the orientation camps.

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

A camp nurse (RN in the Commonwealth of PA) will be provided at all camps. Students who take medication will be required to obtain medication orders from their physicians, bring medications to the camps or other school activities in the original containers provided by the pharmacy and leave them with the Nurse to dispense during the time they are participating in a school function.

COMMONWEALTH OF PENNSYLVANIA CHARTER
to operate a cyber charter school known as
IDEA Cyber Charter School

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1745-A, the Board of Trustees of the IDEA 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