

**SOLOMON WORLD CIVILIZATION
CYBER CHARTER SCHOOL**

APPLICATION

**TO: PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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I. SCHOOL DESIGN

1. Mission Statement:

A. The core philosophy or underlying purpose of our school

The Solomon World Civilization Cyber Charter School (SWCCCS) believes in preparing children for life by nourishing students' minds and bodies through a curriculum rich in the arts and technology skills. The most fundamental aspect of the school will be the continued focus on and planning for academic excellence. The core concept of our unique educational program is the Language/Culture/Civilization foundation. This will be part of and foundational to all other aspects of the program. Mathematics, English, Science, History, and other academic areas of exploration will take center stage. Most assuredly, music, journalism, art, drama, computers and technology, athletics, and incorporation of city resources will also have their place. Learning here should start with command of knowledge (including initial, formative and summative assessment), and proceed to critical thinking, while including economics and entrepreneurship as well as ethics and well honed decision making skills as applied to content areas.

Our unique cyber school environment will prepare our students well for success in an increasingly interconnected world.

Our vision is that SWCCCS students will be:

- *Above grade level in reading and math
- * The study of the makings of modern civilization and civil society
- *Strong advocates for themselves and their community
- *Real world problem solvers

SWCCCS will develop a strong, supportive community of parents and institutional partners devoted to realizing the potential of all students.

B. Our overarching vision of the school

We envision a “community of learners” that is inspired, enabled, informed and empowered to take their place in our world. This will be accomplished through acquisition of an understanding of cultural and historical roots and mastery of skills that foster being skilled, knowledgeable and contributing members of a larger “community of communities” in our expanding yet increasingly accessible world with its many challenges as well as opportunities for cooperative ventures. Our unique Cyber School community will utilize and work within the parameters of “bricks and clicks.” We will encourage all students to achieve the best they possibly can and plan to utilize a meaningful combination of cyber courses and real time learning in an integrated manner. For our foreign language/culture/civilization core subjects, these classes will be taught in real time with students that are not in the geographically accessible area skyping in to the class during the specified meeting time. Our indicated mission of building community depends on the affective results of these core subjects. This is critical to the soul and raison d’etre of this particular cyber school.

In our envisioned “community of learners” ALL members of Solomon World Civilization Charter School will be committed to the value of “lifetime learning.” In striving to support and achieve this goal, we will utilize the workshop model alongside the use of cyber courses to deliver a balanced and multi-faceted instructional program. The workshop model is consistent with our stated goals and builds capacity in teachers to differentiate instruction in groupings of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk student populations, Title I students and special education students as well as academically gifted students will all have a place of importance in our community of learners. The workshop model alongside dialoguing strategies would be utilized in instruction across all core subject areas.

Ongoing assessment is a vital part of the workshop model. Teachers will use data to inform both individual conferencing with students as well as in the groupings of students for guided instruction. This process promotes highly individualized instruction.

Additionally, as all students in our community, all teachers as well as supervisory and support educational staff will be committed to engaging in their own programs of learning as well. All members of our community will be committed to the notion that all learners will commit to participation in at least one, hopefully two core clusters of language/culture/civilization (i.e. Hebrew, Chinese, and other clusters to be defined based on the expressed needs of members of our participation population).

The design of SWCCCS reflects high expectations for all students both as scholars and citizens. It is important to build meaningful relationships across race, class, gender, sexual identity and generations to strengthen the existing social capital of young people of low-income communities.

- Youth leadership development takes a long time- it is a process. Caring adults need to invest in young people over a period of years in order to provide consistency.
- Young people need to be actively engaged in the process of community change at all levels, from the street corner to the board room.
- Society must acknowledge and embrace the idea that youth are talented and capable of leading community change.
- Young people must lead the positive change themselves in order for it to succeed.
- Leadership programs must identify, nurture and support more than talented elite.
- The process of developing young leaders begins with learning how to learn
- Students will be more capable learners and leaders in the world by learning about different cultures and civilizations as well as be multi-lingual.

This school has been very thoughtfully and carefully planned thus far, and will continue to develop as the model is refined and implemented. Our planning team has drawn on their years of experience in charter schools, school administration, web-based learning, educational innovation,

technology, research, finance, community development, educational policy and academic assessment to develop a model of education that represents the future of learning in the 21st Century. We firmly believe that recent breakthroughs in computing, robotics, communication and virtual technologies have created a whole new world of opportunities for student learning, and that a new model of education must be developed to take full advantage of these opportunities.

The school will provide instruction in the form of Interactive distance learning classrooms, one-to-one tutoring, computer-supported collaborative learning, project-based learning, and instruction tailored to students' special education needs. Parents will work with teachers as co-managers of each student's instruction, with teachers being ultimately responsible for ensuring that students are achieving to meet their individual learning goals. Student learning will be guided largely by the school's Learning Management System, which will allow all of those people responsible for a student's learning to access and monitor that student's mastery of curriculum, and make assignments of curriculum and lessons that will move that student to the next higher level of mastery.

2. Measurable Goals and Objectives:

A. The school's measurable academic goals and objectives to promote student learning

In order to maintain the school's focus on providing a curriculum that enables each individual to achieve to high academic standards our school will pursue all of the following academic goals to the best of our ability. The primary goal is to meet and exceed the Pennsylvania Academic Standards in all areas. Our school goals, listed with sample objectives below, are designed to focus the school on those Standards, along with other important social and personal development. The objectives for all of the academic areas are identified more fully in the relevant Pennsylvania Academic Standards, and in the curriculum materials that will be used at the school.

Academic Goals

Academic Goal 1. Students will develop clear and effective communication skills, (reading, writing, speaking and listening).

Academic Goal 2. Students will develop creative problem solving and critical thinking skills in the subject area of mathematics.

Academic Goal 3. Students will acquire knowledge and skills in the sciences and be able to conduct inquiries using the scientific method.

Academic Goal 4. Students will learn about the political, economic, cultural, geographic, and technological forces, which have shaped the history of the world and of the United States.

Academic Goal 5. Students will develop an informed appreciation of the arts and participate in their creation.

Academic Goal 6. Students will learn the essentials necessary for a healthy, safe, and physically fit life.

Academic Goal 7. Students will achieve competency in using Technology.

Academic Goal 8. Students will demonstrate skills associated with self-directed learning.

GOALS	SAMPLE OBJECTIVES
ACADEMIC GOALS	
Academic Goal 1. Students will develop clear and effective communication skills, (reading, writing, speaking and listening).	Students will read fluidly and with full comprehension. Students will communicate their ideas and emotions orally and in writing using the appropriate informative, narrative, and persuasive forms. By the time the students finish 8th grade, they will be able to demonstrate the ability to express themselves orally and in written form.
Academic Goal 2. Students will develop creative problem solving and critical thinking skills in the subject area of mathematics.	Students will become proficient in selecting and using an appropriate strategy to solve systems of equations and in equalities using graphing calculators, symbol manipulators, spreadsheets and other software.
Academic Goal 3. Students will acquire knowledge and skills in the sciences and be able to conduct inquiries using the scientific method.	Students will engage in the design and investigation of the principles at work in their physical environment so that they can analyze concepts used to describe natural phenomena, such as Boyle's Law.
Academic Goal 4. Students will demonstrate proficient understanding about the political, economic, cultural, geographic, and technological forces, which have shaped the history of the world and of the United States.	Students will work with original sources to develop a deep understanding of the contexts of history, geography, economics and culture. Students will develop a deep understanding of the makings of modern civilization and civil society cultures in and outside of the United States. For inspiration in this regard, we look to the formation of the concepts that shape us today where they began: in the East.
Academic Goal 5. Students will develop an informed appreciation of the arts and participate in their creation.	Students will demonstrate an understanding of key principles of visual and performance art.

GOALS	SAMPLE OBJECTIVES
Academic Goal 6. Students will learn the essentials necessary for a healthy, safe, and physically fit life.	Students will engage in physical activity that improves their physical fitness every school day. Students will learn healthy behaviors such as eating primarily nutritious foods and limiting foods that provide very little nutrition.
Academic Goal 7. Students will achieve competency in using Technology.	Students will achieve competency in use of technology for learning as defined by the ISTE New NETS Standards for Students.
Academic Goal 8. Students will demonstrate skills associated with self-directed learning.	Students will demonstrate questioning, inquiry and research skills by analyzing and using technological design process to solve problems.

B. The schools measurable non-academic goals and objectives to promote student performance

The Non-Academic goals and objectives below have been selected to help our students to grow to become responsible, socially active and committed members of their communities.

NON-ACADEMIC GOALS	
Non-Academic Goal 1. Students will develop a familiarity with a wide range of careers, those requiring the use of computer technologies.	Students will use Internet communications technology and the World Wide Web to explore information about current careers, and communicate with professionals in their areas of interest. Students will explore their local and global communities to identify areas of interest that they may one day pursue as an occupation.
Non-Academic Goal 2. Students will develop effective work habits.	Students will provide services in a work environment through internships. Students will demonstrate positive work habits in their interactions with others at school, and in their management of their own school work.
Non-Academic Goal 3 Students will assume responsibility for their own actions.	Students will participate in student-facilitated discussions in which they share their feelings and motivations, and reflect on connections to their behavior and on the implications of their actions. Students will work with parents to identify and improve their social skills.
Non-Academic Goal 4 Students will strengthen their bonds with their families.	Students will participate with their parents in the life of the school around setting goals for themselves and evaluating their progress.

<p>Non-Academic Goal 5. Students will develop a commitment to their larger community</p>	<p>Students will develop an understanding of the many communities to which they belong. Students will demonstrate a commitment to the community through community improvement projects and activities.</p>
<p>Non-Academic Goal 6. Students will develop a strong sense of their heritage and cultural identity</p>	<p>Students will demonstrate an understanding of their own culture through projects that explore their ties to different cultures and ethnic groups.</p>

3. Educational Program:

A. Description of the educational program of the school

Our stated goals are that the diverse population of students who complete the schools of the Solomon World Civilization Cyber Charter system will

- be confident and ethical learners and citizens,
- value reaching their potential,
- love and engage actively in learning,
- be skilled members of society,
- take initiative in working through problems of our world and finding constructive solutions, and
- respect others and command respect through use of their own actions, knowledge and skills.

In actualizing and working toward this set of goals, the Solomon World Civilization Cyber Charter School will include the following critical elements:

1. **Academics** - The most fundamental aspect of the school will be the continued focus on and planning for academic excellence. This will be part of and foundational to all other aspects of the program. Mathematics, English, Science, History, and other academic areas of exploration will take center stage. Most assuredly, music, journalism, art, drama, computers and technology, athletics, and incorporation of city resources will also have their place. Learning here should start with command of knowledge (including initial, formative and summative assessment), and proceed to critical thinking, while including economics and entrepreneurship as well as ethics and well honed decision making skills as applied to content areas.
2. **Civilization Building** – Our signature offering and distinguishing feature will be the study of the makings of modern civilization and civil society. For inspiration in this regard, we look to the

formation of the concepts that shape us today where they began: in the East. The Asian cultural values and specifically, those the Jerusalem – Beijing axis has given us, will be emphasized and include, to name just a few fundamentals, love your neighbor, single law for rulers and ruled, charity, education, separation of powers, consent of governed, honor of elders, craftsmanship over plundering, contract law, and the necessity of moral leadership. We see these concepts today in important elements of our American system, like the Declaration of Independence and Bill of Rights as well as within the structure of our legal system. Hebrew culture, language and civilization are a foundational part of the program during every year of study, Kindergarten through Twelfth Grade. Further, in Grades 6 – 12, we will be working cooperatively with other groupings, including the Chinese and others to be identified, so we will include comparisons and influences among the traditions of our cultures, languages and civilizations.

3. **Foreign/Second Language Education** – In all grades a dual lingual approach will be emphasized and required. It is our vision that from Sixth Grade on, all students part of various Cultural populations will major in one cluster of Language/Culture/Civilization as well as minor in another. Our reason for this is that understanding amongst different cultural groupings is based on knowledge of who we are as well as empathy and knowledge regarding the identity of other communities within our larger community.

Regarding foreign language instruction, Solomon Charter School will provide instruction through a partial immersion model. In our partial immersion model, students will be encouraged to attain proficiency and achieve the goals as stated by the American Council for Teaching Foreign Language (ACTFL). Using Hebrew Language Instruction as an example, at Solomon Charter School, in elementary grades, one-hour of daily Hebrew language instruction is taught solely in Hebrew by the Hebrew teacher. Hebrew language instruction is then integrated when applicable into the Arts, Physical Education and Social Studies with the Hebrew teacher acting as a resource as appropriate.

To date, the most effective tool for enabling students to *acquire* language in a classroom setting is the Proficiency Approach. The Proficiency Approach aims to assist learners in developing their ability to perform in the learned language in all four language skills (listening, speaking, reading and writing). The approach was developed in the United States during the early 1980s and is today considered the gold standard for foreign language learning for students of all ages (according to ACTFL). This standard will be applied in the teaching of all foreign language courses in our school.

4. **Community** – This starts with the triangle of students, parents and school. This charter expects to experience strong participation with all its community. This will extend to the wider community of the city and the world. To the extent funding is available, communication, exchange, projects and visits to the wider world, especially the Beijing and Jerusalem cradles of civilization are included in the later grades. The school will explore conflict resolution: between

people or nations, ideas and ideologies, daily and life decisions. This will be a fundamental part of the entire program, and it is hoped that this will be a model that will be replicated throughout the country as we bring different groupings together to forge intentional and meaningful relationships at this time of living in such a fractured world. We will utilize and develop meaningful partnerships with well developed dialoguing and community building strategies (e.g. Public Conversations Project) in working within this area of our program.

4. **Decency** – The most important “3 R’s,” have their place of honor in our community: Respect, Resolve, and Responsibility. Students will learn in a safe, caring, validating environment, learning more about themselves and others as we are all part of the human family of civilization. Further, we will use and partner with such resources as the Anti Defamation League programs to insure that we build a caring, cooperative community of diversity and appreciation of all members of the human family. Values such as care for the unfortunate, acceptance of all, giving the benefit of the doubt and other foundational elements of Judaic, Chinese and other participation civilizations and cultures will provide an important grounding for this community.
5. **Individual Achievement** – Those able and willing to reach beyond the normal curriculum will be welcome and accommodated in our school and those needing special attention will be supported and grouped accordingly. In encouraging students to reach their fullest potential and to enable participation in a plethora of co-curricular involvements, when a student or a number of them write worthy books, these will be published (through readily available means and resources already at hand); a score and it will be played; a play of note and it will be performed; or a project and it will evolve. Additionally, we will value our diversity of learners as we value the diversity of our world and accommodate various needs and levels of learning through all means necessary. We value and acknowledge the many and multiple intelligences our learners, teachers and all members of our community bring to the task of learning and living together in our world.
6. **Technology** – Technology will be a most important part of our program as must be the case in any educational program of note today, and specifically in this cyber charter school. Students will develop all necessary skill sets to be active participants in our global village of today. This area of skill acquisition will be used in offering of cyber courses as one means of meeting individuated needs of our students, in fostering world wide communication and building of community and in every subject area as appropriate, availing ourselves of the mass resources that are no longer “out there” but “in here” by way of technology.
7. **Services for special needs students** – Solomon Charter School is committed to educating each student including those students classified as special needs learners, to the maximum extent appropriate, in the program he or she would otherwise attend. Thus, the School will maintain a full inclusion model regarding the education of special education students. Special education students in Solomon Charter School, when appropriate, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and therapists will come to our school site, when

appropriate, to provide services to small groups of regular and special education students. Solomon Charter will employ special education teachers according to the established standards of the State of Pennsylvania.

8. **Student Mentoring and Leadership Building** – We, as a community of learners, will encourage all students to maximize their own learning as well as help to and learn the skills to facilitate the learning of others. As students go through our system and show acquisition of specific talents and skill sets, we will encourage and facilitate their taking on of leadership roles in a variety of ways, assisting teachers or working as teacher aids, and all students will consistently be inspired, enabled, informed and empowered to take on and initiate appropriate projects and undertakings for our larger community.

The following listing provides the course offerings for each grade in our program:

Kindergarten

Language Arts	Social Studies: My Family
Arithmetic and Numbers	Introduction to Science
Hebrew Language and Culture	Computers
Health/Gym	Art
Music	Getting Along with Others

This first year of the school program, as every year will include all elements of the base curriculum for Pennsylvania schools. All required benchmarks and assessment batteries will be included. Additionally, there will be an emphasis on Hebrew Language, Culture and Civilization. In addition to the subject identification above there will be parallel units in Social Studies, Science and other subjects as appropriate. For example, different family structures in the Mideast in general and Israel in particular will be looked at as part of this year's program. Additionally there are units indicated throughout the school's curriculum dedicated to helping students become enabled members of community, creating a kinder gentler world.

First Grade

Language Arts	Social Studies: My Neighborhood
Arithmetic: Basic Numbers	Science in My World
Hebrew Language and Culture	Computers
Health/Gym	Art
Music	Using Language Well

Special features in First Grade include study of neighborhoods and communities in Israel and the Middle East as part of Social Studies, including the Bedouin community, Kibbutzim and other familial and community structures. Music, art and other cultural components will also include Israeli/Hebrew elements as well as other offerings from the Mideast cradle of civilization. Technology will be incorporated in every grade as appropriate.

Second Grade

Language Arts	Social Studies: My City
Arithmetic: Operations	Science

Hebrew Language and Culture	Computers and Technology
Health/Gym/Israeli Dance	Art
Music	Drama and Personal Expression

Notice there is continued emphasis on different means of expression through the arts and various modes, including dance, drama and personal presentations throughout the school. This begins in earnest during Second Grade. In Social Studies, we will compare our city with some in the Middle East, looking at different ways that communities operate and identify themselves, while fostering great respect for different ways of life.

Third Grade

Language Arts	Social Studies: My State
Creative Writing	Science
Arithmetic	Environmental Studies
Hebrew Language and Culture	Computers and Technology
Health/Gym/Israeli Dance	Art
Music	Drama and Personal Expression

One feature of this year is a focus on Environmental Studies. This will continue to be a focus of the Science Program in years to come, as we learn how to be cooperative and helpful members of our community and the larger world of which we are all part. Beginning with Third Grade, we will use the resources of the Greater Philadelphia area to augment and enrich our study and exploration of various arts.

Fourth Grade

Language Arts	Social Studies: My country
Writing Clinic	Science
Arithmetic	DARE
Hebrew Language & Culture	Computers and Technology
Health/Gym	Art and Art History
Music	Drama and Performing Arts

Fifth Grade

Language Arts	Social Studies: Our World
Persuasive Writing & Speaking	Science
Arithmetic	Acceptance of Differences
Hebrew Language & Culture	Computers and Technology
Health/Gym	Art and Expression
Music	Drama/Dance

During Fourth and Fifth Grade, students will continue to develop skill areas that ready them for Middle School. Additionally, we will use various programs to add to our own resources as appropriate. In Fourth Grade, students will participate in DARE – a program advocating for resistance to substance abuse. In Fifth Grade, we will use the Anti-Defamation League’s World of Difference materials and resources in fostering acceptance and appreciation of differences in our world

During Grades Six through Twelve our mission for this program and the community in which it is implemented is that our students will become enabled, skilled, empowered learners who can take the initiative to work towards better understanding of self and in turn better understanding of other members and cultures of our human family.

By fostering and achieving a better understanding of our rooted Judaic and Chinese cultures and civilizations (and hopefully Indian and Arab as well), as well as ability with and understanding of the language that is its method of transmission, on which so much of modern and Western society is based; and sharing those languages, cultures, and civilizations of other students with whom we will learn, it is hoped that we will have a better understanding of the world in which we live.

We will also learn how to listen deeply to each other, advocate for ourselves, resolve conflicts in a meaningful and constructive manner, and work to find our place in making our world a better place for all through acts of social justice and societal improvement. Our students will be well prepared to move on to the next step of their lives, academically, personally and professionally; and bring the lessons of their time in this community into the new venues in which they participate once they leave this community.

Achieving one's potential, being a cooperative member of community, acceptance and appreciation of diversity and working to create a better world through social justice and community service will be emphasized in every grade. All other necessary tools for negotiating the world including a well structured knowledge and ability with Science, Math, Economics, Physical Health, the Arts, and so much else will also be integral parts of the program offered at this school. Technology will be fully integrated into the program of the school, including the use of cyber courses where appropriate to insure the best available array of courses for our students.

Every student will have an individualized roster with a combination of cyber courses to meet individual needs and levels of study (so that advanced students and students needing additional support can study at their own level in Science, Math and English) and real time courses (the core clusters) to foster development of community membership and skills of cooperation and understanding of self and others, with all working together to heal our fractured world.

Harold Rugg, a social Reconstructionist from the 1930's claimed that when society is at its best, the schools in that society should prepare its students to be ideal citizens of that ideal society; further when society is not at its best, its schools should teach its students about the ideals that would improve that society and then enable these students to institute change that will work towards these ideals. This is our goal for this school and the community it will serve.

The following listing gives a general idea of the course offerings for each grade in our program. All standards of the State of Pennsylvania will be used as benchmarks and met as well as exceeded whenever possible

Sixth Grade

Language Arts 1	World Geography 1
Pre-Algebra	Earth Science
Language and Culture	Computers/Technology
Health/Gym	Art
Music	Strategies of Learning
Community Service	

During this first year of Middle School, students will work on continued development and solidification of various skill sets as well as address issues and challenges that confront them as they prepare to enter their teenage years. The notion of the importance of living healthy and helping to create and foster a healthy environment by our actions and initiatives will be emphasized. Use of technology and development of necessary skill sets will also be well integrated and utilized in developing relationships with other groups world wide. Hebrew and Chinese Language, Culture and Civilization as core clusters (along with other language/culture/civilization clusters to be identified) will be well integrated into the Language Arts and Social Studies programs, along with the core value systems these Civilization clusters give us. Relationships with communities throughout Asia and elsewhere will be developed that will continue through the years of study for this class. As World Geography is studied, groups and communities that live in areas that are explored will be examined as well. Note that Community Service is part of every year of studies in our school.

Seventh Grade

Language Arts 2	World Geography 2
Pre-Algebra/ Basic Algebra	Life Science
Language and Culture	Computers/Technology
Health/Gym	Art
Music or Drama	Strategies of Learning
Community Service	

In this second year of Middle School, students will continue to develop personal areas of interest as well as learn important skill sets that they will use as they continue to grow and mature. During Middle School, there will be an emphasis on different arts and areas of interest that students will be encouraged to pursue, as we hope they will “find their passion in life.” World Geography 2 will include continued learning about our world and the various environmental and regional elements that contribute to making groupings and individuals who they are. Research projects and the various skill sets to produce them will be a strong focus in Language and World Geography this year. In Strategies of Learning, there is an emphasis this year on organizational skills and the need to take personal responsibility for use of one’s time. Close attention to details and process will be emphasized in all subject areas, Active Close Reading skill sets taught and

utilized, and students will be encouraged to become more self-reliant individuals. The core cluster courses in each chosen language/culture/civilization will continue to occupy a central part of each student's education this year and every year to come during Middle and High School.

Eighth Grade

Language Arts 3	Strategies of Learning
American History	Basic Algebra/ Algebra I
Physical Science	Language/ Culture
Computers/Technology	Health/Gym
Art	Music or Drama
Community Service	

This is the final pre-high school year and students will begin to think about their future paths and be held accountable for their actions in setting the tone for future decisions they will make. This area of decision making will be emphasized in Strategies of Learning. Skills building is still emphasized in Language Arts and Mathematics. Taking responsibility for self and one's actions continue to be focused on in every aspect of the program. Peer groups and their influences will also be addressed within this context. As individual learning paths diverge, we will use cyber courses to insure that individualized needs are met in a variety of subjects. As American History is emphasized we will use the campus of Philadelphia and other cities of note (Washington D.C.) to emphasize the pride, values and foundational beliefs of our American system, while continuing to focus on how our Language, Civilization and Culture core clusters provide an important template for this system.

Ninth Grade

English: Critical Reading, Research and Composition
World History I
Algebra I or Geometry
Biology
Language, Culture and Civilization Clusters
Introduction to Programming
Problem Solving and Dialoguing with Others
Health/Gym
Israeli and Middle Eastern Culture: Art, Music, Drama
Community Service

As high school begins, there is a great deal of emphasis on research and critical analysis skill sets. Note that this year, Problem Solving and Dialoguing with Others is part of the course of study as these young adults begin to address the challenges that are identified in our world and need negotiation. It is intended that some of these discussions and dialoguing activities will be conducted outside of the walls of this community and extend to communities world wide through

the use of technology and its offerings. Introduction to Programming will provide students with an opportunity to learn the latest elements of use of technology so that these tools are accessible to our community members in their various academic activities. Please also note that as students begin High School, some of their community service hours may be used in our school community in helping other students as tutors, aiding teachers and the like. It is envisioned that a clear sense of community ownership and responsibility will be an important and central part of this program.

Tenth Grade

World Literature
World History and Philosophy
Geometry or Algebra II
Chemistry
Language, Culture and Civilization Clusters
Information and Technology, Web Learning and Communication
Public Speaking and Elocution
Health/Gym
Art, Music or Drama
Community Service

Students are beginning to think about college choices and their futures; this will be integrated into our program. As we focus on World History and Philosophy and World Literature, Hebrew/Chinese Language and Culture as well as Civilization will play a big part in these studies, as will other cultural groupings represented in this school. Through technology, we will continue established ties to other parts of the world as well as continue to use these connections and cyber courses to enhance our well rounded educational experience. Public Speaking and Elocution are added to the course of studies this year to provide our students will ability and a forum in which to practice making and supporting important points in negotiating their points of view in a world of different and divergent points of view with eloquence and clarity.

Eleventh Grade

American and Israeli Literature I
Economics and Business, Entrepreneurship
Algebra II or Pre-Calculus
Physics
Language and Land (Israel, China, etc.)
Web Design I
Health/Gym
Art, Music, Drama or other electives
Individual Study Project (publication of work)
Community Service

The focus at this point continues to be on College Preparation and looking ahead in insuring that our students bring to the world in which they will function well-developed skill sets and important contributions. Focus on Economics and Business in Social Studies/History and in developing higher level skills in Science and Mathematics will allow our students to be highly competitive and successful in this world. We will be looking at the Literature associated with the Hebrew or Chinese (and possible other clusters) Language/Culture/Civilization as part of our English studies this year, and will compare relevant themes in American and Israeli Literature. This will be continued in the Senior year of study. This year, students will work on the publication and dissemination of an Individual Study Project with an assigned Faculty Advisor.

Twelfth Grade

American and Israeli Literature II

Psychology and Problem Solving/Crisis Intervention Skills

Pre-Calculus or Calculus

AP Science Options (to be determined)

Hebrew Language and Israel (including trip to Israel)/ Mandarin Language and China (including trip to China)/ Other clusters

Web Design II

Health/Gym

Art, Music, Drama or other electives

Individual Graduation Project (to be presented and/or published)

Community Service

During this last year of the program, it is intended that students will be important leaders and role models for our school community as well as ambassadors to the outside world. All necessary components of a highly developed academic program will continue to be offered as well as a second opportunity to choose a meaningful project for completion that will bring together elements of their study in this school and be their “gift to the community.” There will be an academic, personal and community service element to each project. These projects will be presented to the larger community at a special event to mark graduation. All college preparatory support systems will be in place both during the Junior and Senior years.

Notes for Reading Proposed Curriculum:

1. This curriculum meets all as well as exceeds many standards indicated by the Pennsylvania State Board of Education. All courses indicated in Pennsylvania listings and requirements are indicated here.

2. Israel, Hebrew Language and Culture as well as China, Chinese Language and Culture will be included in this curriculum as two core clusters of ongoing case studies for looking at civilization, literature, relationships between groups and all other markers of our lives in our modern world today. It is our intention that other core clusters will be added shortly. This aspect of the curriculum will focus on language, culture, arts, government, growth and progress of a country in our modern times, leadership, advances in science and technology, and challenges that are relevant today, as well as looking at ways of meeting and hopefully resolving those challenges. As the school grows and includes other groupings, study of other languages/cultures/civilizations from the Mideast region and other parts of the world will be options as well, including Arabic, Greek, Indian, Korean, and other possibilities, depending on the groups that join our community of learners.
3. By focusing on a foreign language, looking at the rootedness of a people and its history that are so critical in terms of how we define ourselves in our modern world today, we hope to produce a wonderful group of young leaders of our world as it continues to evolve. We also show dedication to the value of multi-lingualism and multi-culturalism, too often missing in American schools today, but so necessary for surviving and thriving in our global reality.
4. A most important part of this program is the focus on facilitating the process, by which our learners become enabled, empowered, knowledgeable proud and assertive members of our society. By the time each graduate completes this program, they will have produced two worthwhile individual projects that are reflective of what they have learned, how they have grown and what they hope to contribute to society as they embark on their next chapter in life.
5. Students will engage in a specified number of community service hours (TBD) during every year. Some of these hours will be outside in the larger community and some inside the community in programs such as PHP (Peers Helping Peers). Another possibility as the school gets up and running is to have students with specific talents and strengths run clubs and programs in the school and larger community to fulfill some of these hours.
6. An important component of this curriculum and school program is Values Based Education. The “best of who we are and who we have been and who we can become” will be stressed. This program will follow the words and thinking of Harold Rugg, a social Reconstructionist in the 1930’s who taught that when society is at its best, schools should teach their students to be the best citizens of that best society; when society is at less than its best, schools should be laboratories in which students develop means to help society reach its highest potential.

7. Building of community is also critical in this envisioned school. We hope that our community of learners will include people from many different walks of life, groups and regions in the Greater Philadelphia area, including all surrounding counties, extending as we grow throughout the state of Pennsylvania. All members of the educational staff, support staff, students, their families and lay members of our community are envisioned as members of our community of learners.
8. Cyber courses will be used continually throughout our program to best enable us to meet the individualized and differential learning needs of the members of our community. Further, we will use a combination of cyber learning and other forms of technology to build a meaningful community of learners in which we learn to negotiate and appreciate differences in each other while learning more about what unites us as human beings across our cultural and historical heritages.

It is our belief at the Solomon Charter School that through emphasizing what is most powerful and valuable about us as human beings and looking at the teachings of the peoples, culture and language of Israel, China and other lands and cultures of significance, we can work to, in the words of Margaret Meade, change our square foot of the world.

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

The K-8 Curriculum

Mathematics:

Everyday Mathematics: *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S. All seven-grade levels were written by the same core of authors, in collaboration with a team of mathematicians, education specialists and classroom teachers. This unique development process has resulted in a comprehensive K-6 curriculum that provides a consistent high quality, and a sequence of instruction that carefully builds upon and extends the knowledge and skills of the previous year.

Connected Mathematics: With funding from the National Science Foundation (NSF) in 1991-1996, and in 2000-2006, the Connected Mathematics Project (CMP) developed a complete mathematics curriculum for middle school teachers and students. CMP helps students and teachers develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics.

CMP is based on research, and was field-tested in diverse sites across the country with approximately 45,000 students and 390 teachers. Each unit, in both 1991-1996 and 2000-2006 development periods, went through at least 3 cycles of field-testing. A growing body of research and evaluation reports indicates that CMP outperforms non-CMP curricula on tests of problem-solving ability, equals or outperforms non-CMP curricula on skills tests, and promotes long-term retention.

Basic Math Skills: Basic Math Skills is a component of the 2008 Basic Skills Pack offered by Merit. It covers core competencies necessary to improve a student's basic math skills. The program contains a wide variety of learning activities effective in increasing student's math skills. Scores are tracked in a record management system that allows teachers to view and print detailed reports. The program is designed for students in grades 3 through 5 (ages 8 and up), but the software can also be used by older students. The program offers contextual help and feedback to engage students. The students choose from a menu of reward animations and sounds. All student work is stored in the Teacher Program Manager. The concepts covered include practice using addition and subtraction, identifying areas of weakness with whole numbers, breaking down word problems into steps and understanding fractions.

Language Arts:

Comprehensive Literacy Framework: In the Comprehensive Literacy Framework teachers integrate approaches and strategies as they intentionally build on what their students already know, extend their students' skills and knowledge, and encourage inquiry, problem-solving, self-monitoring, and independent thinking. Literacy contexts are social, purposeful, contextualized, and functional. The components provide structure for teaching and practicing the skills and strategies of effective reading and writing.

Description of Early Balanced Literacy

The Early Balanced Literacy Framework is designed to ensure that all students are provided opportunities to develop reading, writing, speaking, listening and thinking skills simultaneously. Literacy instruction emphasizes the acquisition of skills necessary to utilize literacy as writing reciprocal as well as a meaning-making, problem solving process.

Students will be able to master the following skills in their language studies:

- Use and appreciation of oral language through discussions, chants, songs, poems and games involving talking, listening and following directions.
- Use and appreciation of printed language through activities that teach directionality of print, production of print handling of books, word awareness and predictable and patterned languages.

- Listen to daily read-a-loud for the introduction of new words, places and ideas, hear vocabulary and text structures, support and extend oral language development and connect to oral to written language.
- Understand and manipulate the building blocks of spoken language through rhyming games and auditory activities to manipulate sounds in words.
- Understand and manipulate the building blocks of written language through activities that teach names of letters, printing letters and experiment with and manipulate letters to make words and message
- Understand the relationship between the sounds of spoken language and the letters of written language.
- Learn decoding strategies.
- Relate writing to spelling and reading.
- Accurate and fluent reading in decodable stories.
- Read and comprehend a wide assortment of books and other texts.
- Develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.
- Apply comprehension strategies.

Harcourt Trophies Series: Harcourt *Trophies* is a balanced, comprehensive reading and language arts program for pre-kindergarten through sixth grade that provides the full range of resources and support that teachers need to deliver research-based, motivational instruction for all learners. The instructional focus of the program progresses from “learning to read” to “reading to learn” and ultimately, to “learning for life.” The program develops student proficiency in all aspects of reading and language arts, including the key areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as writing, spelling, grammar, listening, and speaking. The program also provides teachers with a clear path for intervening to meet a variety of needs. Resources include a complete intervention program for students struggling to read and write and a scaffolded support program for language learners. Integrated assessment components allow teachers to determine each student's strengths and weaknesses and adjust instruction as needed, using a wide variety of resources.

Reading A-Z.com: Reading A-Z is among the family of Learning A-Z websites providing affordable, online curriculum resources. Because it is delivered over the Internet, Reading A-Z is a constantly changing program. Each month, Reading A-Z adds new books, lesson plans, and other resources, thus continually expanding its wealth of materials. The website has more than 2,500 downloadable books and thousands of teaching and learning materials. In addition to the K-6 market, Reading A-Z materials have found widespread use at a range of grade levels in special education and special needs, remedial reading, ESL, and ELL. Learning A-Z, a division of Voyager Expanded Learning, L.P., owns the rights to all of the original books and adaptations on the Reading A-Z website.

100 Book Challenge: 100 Book Challenge is a unified system for independent reading. The entire system is organized and delivered to schools direct from American Reading Company and includes all books, materials, software tools, and professional development that are required to guarantee measurable results, in every school, for every child. 100 Book Challenge is currently used in more than 600 schools, 95 districts, and 24 states, plus the District of Columbia. More than 100,000 students participate in the program nationwide. 100 Book Challenge combines six essential components to involve the entire school community—students, parents, teachers, and administrators—to achieve measurable results in reading test scores for every child, regardless of current status. The components of this program are access to great books, a leveling system, reading at school, reading at home, accountability and professional development.

History, Geography and Civics:

Prentice Hall Middle School Social Studies:

Prentice Hall is a publication of Pearson publications. Pearson is the global leader in educational publishing, assessment, information and services, helping people of all ages to learn at their own pace, in their own way. For students K-12, Pearson provides effective and innovative curriculum products in all available media, educational assessment and measurement for students and teachers, student information systems, and teacher professional development and certification programs. Pearson's respected brands include Scott Foresman, Prentice Hall, AGS, PowerSchool, SuccessMaker, TeacherVision and many others. The company's comprehensive offerings help inform targeted instruction and intervention so that success is within reach of every student. Solomon World Civilization Cyber will use several publications from Prentice Hall including:

History of Our World: From the Acropolis to Zimbabwe, it will be an exciting year of world history for our middle-grades students! We will open students' eyes to the world and their place in it—and how history has shaped their lives. Designed specifically for middle-grades students, this new program provides built-in reading support and map skills so students can better understand the world they live in.

World Studies: We will customize our own unique balance of history, geography, and culture with our choice of eight small-book or two full-volume options! Using standards-based content and research-proven reading instruction, *World Studies* expands students' understanding of each world region through a focus on its major countries. Considerate text design and narrative combine with enhanced reading strategies—such as Target Reading Skills and key terms defined in context—to make lessons accessible to students at all levels.

America: History of Our Nation: is the key to unlocking the exciting story of our nation's history for all middle grades students. Authors Davidson and Stoff focus on the "why" of history—helping students make meaning of what happened long ago, why it happened, and how it remains important to us today. Every element—from a considerate text-style narrative to

stunning visuals—has been designed to make this rich historical content accessible to all students.

Civics: Government and Economics in Action: This high-impact program offers students a strong introduction to government, citizenship, and the American economic and legal systems. An accessible narrative and compelling design work hand-in-hand with interactive technology, study guides, and activity-based resources to motivate students to actively participate in government. Expanded economics coverage, research-based reading instruction, and new chapter assessment tools ensure content mastery for all students. Additional materials include online materials, like [Pearson's Online Election Kit](#), which allows teachers to bring the race to the White House into the classroom.

Supplementary digital materials include Student Express with Interactive Text-Book CD Rom, which is a suite of learning tools help students study, learn, and succeed in class. An interactive textbook with interactive glossaries, built-in activities, and instant feedback assessments, plus electronic files to study guides help make this the an excellent student study tool available. We will also utilize interactive maps which lead students to geographic literacy with MapMaster™—the map skills instruction system enhanced with online maps. There are also available are several Discovery Channel Videos which allow students to take exciting journeys around the world with over 20 Discovery Channel School ® *World Studies* video segments per book.

Science:

Prentice Hall Middle School Science:

Prentice Hall Science Explorer, the nation's leading middle school science program, is the perfect fit for today's classroom. Lead author Michael Padillahas woven together content with hands-on science inquiry designed to reach every student. It is available in 16 small books or as the Life, Earth, and Physical series. In this way we will be able to amtch the needs of our students with the appropriate materials. We will use the textbook in tandem with the ancillaries and technology. Science Explorer provides teachers with more options in order to deliver lessons aligned to our standards and preferences. The commitment to middle school students is deemed outstanding in the areas of inquiry opportunities, visual learning, reading support, and educational technology.

Supplemental digital materials include lab activity videos which will provide step-by-step lab instruction with middle school students performing labs from every chapter of the text. We will also promote and teach students proper lab techniques, inquiry, and safety skills. We will also utilize the discovery channel videos which were created exclusively for Prentice Hall. Three video segments per chapter draw students in and connect them to the real world. We will also have available the Student Express with Interactive Text-Book CD Rom which provides a suite of learning tools help students study, learn, and succeed. An interactive textbook with

interactive glossaries, built-in activities, and instant feedback assessments, plus electronic files to study guides help make this a powerful student study tool. Additionally, the student edition of the textbooks are available on Audio CD where the complete student text is read to students, providing support for students of all learning abilities.

Some other related resources we will be using include:

<http://www.publicconversations.org/>

<http://www.mindtools.com/pages/articles/new/LDR.htm>

<http://edr.sagepub.com/content/21/8/5.abstract>

Art:

Students will learn to use the arts to communicate creatively and effectively. Through their projects and internships, students will learn to express themselves through fine art, music, dance or drama, and to express themselves through visual media. Students will integrate the following components of the arts into their projects:

- Application of problem solving skills.
- Extensive practice in the comprehension of basic symbol systems and abstract concepts.
- Application of technical skills in practical production and performance.
- Comprehension and application of the creative process.
- Development and practice of creative thinking skills.
- Development of verbal and nonverbal communication skills.
- Use of computers and other technologies to express themselves and to complement their work throughout the school with aesthetic elements.

Music:

The music curriculum is a keyboard-based program that integrates technology through the use of instructional DVDs. This program will be developed by a certified music teacher.

Leadership Development:

SWCCCS will implement a leadership component into the curriculum in all of its schools. This curriculum focuses on public, civic and community advocacy. It not only builds leadership skills in students but also provides opportunities for them to develop specialized leadership skills in public policy, entrepreneurship, and community-based initiatives. The curriculum is based on the following principles:

- It is important to build meaningful relationships across race, class, gender, sexual identity and generations to strengthen the existing social capital of young people in low-income communities.

- Youth leadership development takes a long time—it is a process. Caring adults need to invest in young people over a period of years in order to provide consistency.
- Young people need to be actively engaged in the process of community change at all levels, from the street corner to the board room.
- Society must acknowledge and embrace the idea that youth are talented and capable of leading community change.
- Young people must lead positive change themselves in order for it to succeed.
- Leadership programs must identify, nurture and support more than talented elite.
- The process of developing young leaders begins with learning how to learn.

SWCCCS HIGH SCHOOL CURRICULUM

English/Language Arts:

Writing and Grammar:

Prentice Hall Writing and Grammar develops and reinforces skills through an easy-to-follow, three-part chapter organization:

- **Writing**—Guided writing instruction walks students through each step of the writing process.
- **Grammar, Usage, and Mechanics**—Comprehensive instruction, practice, and application ensure skills mastery.
- **Academic and Workplace Skills**—Help students develop test-taking skills, as well as real-world workplace competencies.

Supplementary Digital Materials:

- **Online Essay Scorer** Provides instant holistic essay scoring along with analytical feedback and multiple opportunities for revision.
- **TeacherEXPRESS™** Includes a robust lesson planner that automatically adds lessons to your calendar with links to every printable resource you need!
- **ExamView® Test Bank** From customized, multi-version tests in minutes to LAN-based assessment and reporting.

Literature:

Prentice Hall Literature Timeless Voices, Timeless Themes series is a powerful combination of the world's best literature and superior reading and skills instruction! This program helps students grasp the power and beauty that lies within the written word, while the program's research-based reading approach ensures that no child is left behind.

Speech:

Speech for Effective Communication: For many students, public speaking, debate, and even talking with peers can sometimes be a frightening experience. This program provides a unique how-to-approach that gives students the skills they need to communicate in any situation--with confidence and enthusiasm.

Grade/Level	Curriculum Resources
9 th Grade	Prentice Hall: <u>Writing and Grammar: Communication in Action</u> Forlini, Wilson , Carroll 2001
10 th Grade	Prentice Hall: <u>Writing and Grammar: Communication in Action</u> Forlini, Wilson , Carroll 2001 Prentice Hall: (2004) <u>Timeless Voices, Timeless Themes, The American Experience</u>
11 th Grade	Prentice Hall: <u>Writing and Grammar: Communication in Action</u> Forlini, Wilson , Carroll 2001 Prentice Hall: (2004) <u>Timeless Voices, Timeless Themes, The British Tradition</u> Holt, Rinehart, Winston: <u>Speech for Effective Communications</u> , Verderber, 1994
12 th Grade	Prentice Hall: <u>Writing and Grammar: Communication in Action</u> Forlini, Wilson , Carroll 2001 Holt, Rinehart, Winston: <u>Speech for Effective Communications</u> , Verderber, 1994

Mathematics:

Neufeld Learning Systems, Inc.: Understanding Math:

Over 20 years ago Rudy Neufeld began developing software with a philosophy that the understanding of mathematics is possible for all students. Developing mathematics concepts from the concrete to the pictorial to the abstract along with multiple representations makes mathematics accessible to everyone. This program is living proof that software can be used to empower teachers and deepen the understanding of mathematics for students of all ability levels. This program covers the important concepts of fractions, whole numbers and integers, exponents, algebra, percent, equations, probability, graphing, measurement and geometry.

Geometry:

Prentice Hall Geometry: contains comprehensive instructional support for proof. Also included are multiple formats that are supported through mastery including two column, paragraph, flow, and indirect proofs. Students learn to value the need to think logically and present ideas in a

logical order. There is solid coverage of both structure and applications. Traditional geometry concepts and logical reasoning are emphasized throughout this program, while measurement and applications are integrated to motivate students via real-world connections. Algebra is reviewed and integrated throughout the program and are reviewed at point-of-use, ensuring students maintain these skills. Algebra integration within coordinate geometry topics, plus probability and statistics connections, are found throughout as well.

Algebra, Trigonometry and Statistics:

Addison Wesley: Algebra and Trigonometry, Graphs & Models: helps students "see the math" through their focus on functions; visual emphasis; side-by-side algebraic and graphical solutions; real-data applications; and examples and exercises. By remaining focused on today's students and their needs, this program leads students to mathematical understanding and, ultimately, success in class.

Pearson Introductory Algebra, Bittinger 2007: Building on its reputation for accurate content and a unified system of instruction, the Tenth Edition of the Bittinger paperback series integrates success-building study tools, innovative pedagogy, and a comprehensive instructional support package with time-tested teaching techniques.

Pearson's Larson, Farber, Elementary Statistics: Picturing the World: strikes a balance between computation, decision making, and conceptual understanding (as endorsed by the GAISE recommendations). A large variety of real-world applications are included to illustrate to students the relevance of the material they are learning and building the case for "statistical literacy". The program incorporates more than 750 graphical displays to help students "picture" the story told by the data.

Supplementary Digital Materials:

Each chapter concludes with a Technology Project using tools from MINITAB, Excel, and the TI-83/84 that gives students additional insight into the way technology is used to handle large data sets or complex, real-life questions.

Calculus:

Houghton-Mifflin: Larson, Calculus I with Precalculus, 2nd Ed: This comprehensive text introduces calculus to a wide variety of students with three initial chapters of precalculus, followed by an accessible component of first-semester calculus. Two primary objectives guided the writing of this book: to develop precise, readable materials for students that clearly define and demonstrate concepts and rules of calculus, and to design comprehensive teaching resources for instructors that employ proven pedagogical techniques and saves the teacher time. *Calculus I with Precalculus* features an in-depth, systematic study of each basic class of functions—algebraic, exponential and logarithmic, and trigonometric—along with nearly 10,000 carefully

graded exercises that progress from skill-development to more rigorous problems involving applications and proofs.

Grade/Level	Curriculum Resources
9 th Grade	Prentice Hall: <u>Geometry</u> ; Neufeld Learning Systems, Inc.: <u>Understanding Math</u>
10 th Grade	Addison Wesley: <u>Algebra and Trigonometry, Graphs & Models</u> , Bittenger, 2007: <u>Introductory Algebra</u> Neufeld Learning Systems, Inc: <u>Understanding Math</u>
11 th Grade	Pearson: Larson, Farber, <u>Elementary Statistics: Picturing the World</u> , 4th Edition, Neufeld Learning Systems, Inc.: <u>Understanding Math</u>
12 th Grade	Houghton-Mifflin: Larson, <u>Calculus I with Precalculus</u> , 2nd Ed.; Neufeld Learning Systems, Inc.: <u>Understanding Math</u>

Science

Chemistry:

Prentice Hall Chemistry meets the needs of students with a range of abilities, diversities, and learning styles by providing real-world connections to chemical concepts and processes. The first nine chapters introduce students to the conceptual nature of chemistry before they encounter the more rigorous mathematical models and concepts in later chapters. The technology backbone of the program is the widely praised Interactive Textbook with ChemASAP!, which provides frequent opportunities to practice and reinforce key concepts with tutorials that bring chemistry to students through Animations, Simulations, Assessment, and Problem-solving tutorials.

Physics:

Prentice Hall Conceptual Physics: is authored by Paul Hewitt, the pioneer of the enormously successful "concepts before computation" approach, *Conceptual Physics* boosts student success by first building a solid conceptual understanding of physics. The program's unique three Step Learning Approach makes physics more accessible for today's students. First is the process of *Exploration* where the program ignites student interest with meaningful examples and hands-on activities. Second is the process of *Concept Development* where student understanding is expanded with engaging narrative and visuals, multimedia presentations, and a wide range of concept-development questions and exercises. Finally is the process of *Application*, where key concepts are reinforced and applied with hands-on laboratory work, critical thinking, and problem solving.

Biology: Prentice Hall Biology utilizes a student-friendly approach that provides a powerful framework for connecting the key concepts of biology. New BIG IDEAs help all students focus

on the most important concepts. Students explore concepts through engaging narrative, frequent use of analogies, familiar examples, and clear and instructional graphics. Now, with Success Tracker™ online, teachers can choose from a variety of diagnostic and benchmark tests to gauge student comprehension. Whether using the text alone or in tandem with exceptional ancillaries and technology, teachers can meet the needs of every student at every learning level. The program offers unparalleled reading support, resources to reach every student, and a proven research-based approach.

Environmental Science:

Prentice Hall Environmental Science: Environment and Ecology for Pennsylvania: This program provides students with an in-depth understanding of and appreciation for the environment and the standards Pennsylvania has implemented for protecting natural resources. It is designed to help students develop the knowledge and skills they need to meet the Pennsylvania Environment and Ecology Standards. Topics include Watersheds and Wetlands, Renewable and Nonrenewable Resources, Humans and Environment, and Environmental Laws and Regulations. A relevant Case Study in every chapter makes this a highly engaging and motivating text.

Grade Level	Curriculum Resources
9 th Grade	Addison-Wesley: <u>Chemistry</u> , 2002; Prentice Hall: <u>Biology</u> , 2002; Prentice Hall: <u>Physics: Principles with Applications</u> , 5th Edition, 1998; Prentice Hall: <u>Environmental Science: Environment and Ecology for Pennsylvania</u> , 2003
10 th Grade	Addison-Wesley: <u>Chemistry</u> , 2002; Prentice Hall: <u>Biology</u> , 2002; Prentice Hall: <u>Physics: Principles with Applications</u> , 5th Edition, 1998; Prentice Hall: <u>Environmental Science: Environment and Ecology for Pennsylvania</u> , 2003
11 th Grade	Addison-Wesley: <u>Chemistry</u> , 2002; Prentice Hall: <u>Biology</u> , 2002; Prentice Hall: <u>Conceptual Physics</u> , 5th Edition, 1998; Prentice Hall: <u>Environmental Science: Environment and Ecology for Pennsylvania</u> 2003
12 th Grade	Addison-Wesley: <u>Chemistry</u> , 2002; Prentice Hall: <u>Biology</u> , 2002; Prentice Hall: <u>Physics: Principles with Applications</u> , 5th Edition, 1998; Prentice Hall: <u>Environmental Science: Environment and Ecology for Pennsylvania</u> 2003

Social Studies

The uniqueness of our educational program and philosophy is most effectively demonstrated through our approach to the teaching of history. We will be supplementing and integrating much of the cultural and historical contributions of the early civilizations of Asia with an emphasis on the Chinese and Hebrew traditions into the instructional process.

Western Civilization:

Levack, et al., The West: Encounters & Transformations: This program examines how the West has evolved and transformed throughout history, emphasizing the ever-shifting boundaries of the geographic and cultural realm of the West. The program focuses on the emphasis on the changing nature of the West. The program balances the treatment of political, social, religious, and cultural history. Three themes are explored—*The West as a Geographic and Cultural Realm* (beyond the boundaries of Western Europe), *Cultural Encounters* (and how they changed the identity of the West), and *The West and the World* (exchanges with non-Western cultures). Primary-source documents are included in every chapter.

Civics and Economics:

Civics: Government and Economics in Action: This high-impact program offers students a strong introduction to government, citizenship, and the American economic and legal systems. An accessible narrative and compelling design work hand-in-hand with interactive technology, study guides, and activity-based resources to motivate students to actively participate in government. Expanded economics coverage, research-based reading instruction, and new chapter assessment tools ensure content mastery for all students.

United States History and Government:

Prentice Hall United States History: allows students to discover the enduring issues in American history. Students investigate important American issues, analyze a variety of perspectives and form their own answers to the enduring questions that have shaped our world. Every element—from the stunning visuals to the interactive features—allows all students to understand and connect with history. Writing, reading, and vocabulary, primary sources and document based assessment, and note-taking instruction encourage students to think critically and thoughtfully

World History:

Prentice Hall's World History: Connections to Today: reveals both the human side of history and the continuing relevance of its lessons today. History isn't just about facts and dates, it's about people. How did major disasters impact people's lives? Under what conditions was great art or literature created? An array of features - including You Are There, Humanities Link, and Disaster! - make extensive use of primary sources, giving your students a front-row seat to major events in world history.

Grade/Level	Curriculum Resources
9 th Grade	Prentice Hall: Levack, et al., <i>The West: Encounters & Transformations</i> , 2nd Ed
10 th Grade	Prentice Hall: <i>Civics: Government and Economics in Action</i> 2003
11 th Grade	Prentice Hall: <u><i>United States History and Government</i></u> 2003
12 th Grade	Prentice Hall: <u><i>World History: Connections To Today</i></u> 2003

Arts, Music, Dance, Theater

Artsguide World and Web is a pocket-size book and is an introductory exploration of basic artistic concepts and terms to assist with "travel" to the arts in physical, imaginary, or cyber ways. In so doing it treats uniformly the arts of architecture, painting, printmaking, photography, sculpture, music, theatre, dance, and film. It also provides users with a city-by-city/museum-by-museum guide to great works. For art appreciators everywhere--and for use wherever they are.

Perceiving the Arts: has a specific purpose: to provide an introductory, technical, and respondent-related reference to the arts and literature. This text is designed to give basic information about each of the arts disciplines--drawing, painting, printmaking, photography, sculpture, architecture, music, theatre, dance, cinema, landscape architecture, and literature--the book seeks to give its readers touchstones concerning what to look and listen for in works of art and literature.

Reality Through the Arts: is a brief text ideal for the introduction to humanities course. Its unique organization makes it an excellent alternative to the standard chronological organization found in most other humanities texts. This thematically organized, accessible text covers the arts of both Western and non-Western cultures: drawing, painting, printmaking, sculpture, photography, architecture, theatre, music, dance, cinema, and literature. Part I covers two-dimensional arts and Part II presents a brief chronology that focuses on styles.

The Creative Impulse: An Introduction to the Arts: is designed for any introductory course in Humanities or Interdisciplinary Arts Appreciation. This text presents an overview of the arts in the Western tradition within the contexts of the philosophy, religion, aesthetic theory, economics, and politics surrounding them. It is an historical introduction to the humanities yielding a basic familiarity with major styles and their implications, as well as a sense of the historical development of individual arts media.

Grade/Level	Curriculum Resources
9 th Grade	Sporre: <u><i>Artsguide: World and Web</i></u> 2001
10 th Grade	Sporre: <u><i>Perceiving the Arts, 7th Ed.</i></u>
11 th Grade	Sporre: <u><i>Reality Through the Arts, 4th Ed.</i></u> 2001
12 th Grade	Sporre: <u><i>The Creative Impulse: An Introduction to the Arts, 6th Ed.</i></u> 2003

World Languages- HEBREW/MANDARIN

To supplement the foundation of the over-all philosophical of the cultures and history of the world's great civilizations of Asia we will also provide instruction in both Hebrew and Mandarin. High School students will be expected to take one or the other but could, should they choose study both languages.

Grade/Level	Curriculum Resources
9 th Grade	Course Material Interactive Textbook CD-ROM; Practice Workbook; Writing, Audio, and Video Workbook; Guided Practice Activities for Vocabulary and Grammar; and Reading & Writing for Success).
10 th Grade	Course Material Interactive Textbook CD-ROM; Practice Workbook; Writing, Audio, and Video Workbook; Guided Practice Activities for Vocabulary and Grammar; and Reading & Writing for Success).
11 th Grade	Course Material- Interactive Textbook CD-ROM; Practice Workbook; Writing, Audio, and Video Workbook; Grammar Study Guide; Guided Practice Activities for Vocabulary and Grammar; and Reading & Writing for Success).
12 th Grade	Course Material Interactive Textbook CD-ROM; Practice Workbook; Writing, Audio, and Video Workbook; Grammar Study Guide; Guided Practice Activities for Vocabulary and Grammar; Reading & Writing for Success: and a reading anthology).

Civics, Character Education, Service Learning

WiseSkills is an innovative program that helps educators, families, and school volunteers implement effective and comprehensive character education. The 3 *WiseSkills* components make the program a powerful resource for supporting a schoolwide or district-wide character education initiative. Schools and districts can choose to implement any or all three of the *WiseSkills* components.

- **The School Component:** includes teacher-friendly resources to help educators teach positive character throughout the school year. Materials are organized around monthly Character Themes and are designed to integrate into every subject area.
- **The Family Component:** features a unique set of reproducible newsletters and home activity pages that help elementary and middle school families teach and reinforce each of the 8 *WiseSkills* Character Themes. The Family Wisdom materials encourage parents to reflect on their own personal character and provide hundreds of family activities to teach the important character qualities young people need to be successful. Family Wisdom can be used independently or in conjunction with the *WiseSkills* School Component.

- **The Community Component:** is an exciting way to involve an entire community in character-building. The Community Component involves connecting a school to various local businesses and community organizations who can participate in helping build the character of young people. Because character is built by exposing young people to examples of positive character and engaging them in helping their community, the Community Component involves Regular Career Speakers and Ongoing Community Service Projects.

Grade/Level	Curriculum Resources
9 th Grade	Wisekills Resources: <u>Wisdom for Life</u> Wisekills Resources: <u>In Search of Character</u> Videos
10 th Grade	Wisekills Resources: <u>Wisdom for Life</u> Wisekills Resources: <u>In Search of Character</u> Videos
11 th Grade	Wisekills Resources: <u>Wisdom for Life</u> Wisekills Resources: <u>In Search of Character</u> Videos
12 th Grade	Wisekills Resources: <u>Wisdom for Life</u> Wisekills Resources: <u>In Search of Character</u> Videos

Computer Technology

Grade/Level	Curriculum Resources
9 th Grade	Prentice Hall: <u>Learning Computer Concepts</u> , 2001 EMC/Paradigm: <u>Computer Technology: Changes, Challenges, and Choices</u> , 2002 Thomson Learning: <u>Discovering Computers</u> 2002; <u>Macromedia Dreamweaver 4</u> , 2002; <u>Networking BASICS</u> , 2000; <u>Java BASICS</u> , 2002; <u>Performing with Microsoft Word</u> 2002
10 th Grade	Thomson Learning: <u>Microsoft Windows 2000 Server</u> , 2001; <u>Microsoft Windows 2000 Professional</u> , 2001; <u>Network+ Guide to Networks</u> , 2002; <u>Performing with Microsoft Office XP Intro.</u> , 2002; <u>Performing with Microsoft Office XP Advanced</u> , 2003; <u>Enhanced A+ Guide to Managing & Maintaining Your PC with Windows XP Guide</u> , 2002; <u>Programming BASICS Using Visual Basic, C++, HTML, and Java</u> , 2002; <u>Intro. To Computer Science Using C++</u> , 2002; <u>Fundamentals of Java Introductory</u> , 2003
11 th Grade	Thomson Learning: <u>Microsoft Visual Basics 6.0 Intro. to Progrmg.</u> , 2000; <u>CyberStopMedia.com</u> , 2002; <u>C++ Basics</u> , 2001; <u>Fundamentals of C++ Introductory</u> , 2002
12 th Grade	Prentice Hall: <u>Learning Computer Concepts</u> , 2001 Thomson Learning: <u>Fundamentals of C++ & Data Structures Adv.</u> , 2002; <u>Fundamentals of Java Comprehensive</u> , 2003

Physical Education/Health

Prentice Hall's Health: Skills for Wellness: is an attractive and comprehensive text with accurate, up to date material that is relevant to the students with excellent supplementary materials. The emphasis of the book is on stressing healthy choices and decision making. The text teaches students the skills necessary to weigh options, to make responsible decisions, and to develop behavior that promote healthy lifestyles. Features include a decide section to help students choose wellness, review articles section, health skills section and a different voices speaking section.

McGraw Hill's Glencoe Health: high school health program gives students the skills they need to stand up to peer pressure, avoid risky behaviors, and develop the resilience they need to handle the changes they'll face during their school years...and throughout their lives using real-world examples. Students will also have the tools to become fit and active teens with the Fitness Zone providing fitness and nutrition information in print and online including tips, energy boosters, and videos. Glencoe Health uses the most complete teacher resources and the latest technology resources, including the Health e-Spotlight Video Series for Glencoe Health, to help build a healthy generation.

Grade/Level	Curriculum Resources
9 th Grade	Pearson/Prentice Hall: <u>Health: Skills for Wellness</u> by Crumpler , Prothrow-Stith , Pruitt, 2001 Videos: "The Secret Life of Mary Margaret: Portrait of a Bulimic," "Real People: Coping With Eating Disorders," "Nutrition Facts," "Cholesterol: What You Can Do" "Eat Well, Be Well: The Seven Dietary Guidelines and Eating a Variety of Foods," "Eat Well, Be Well: Eating Foods with Adequate Starch and Fiber," "Eat Well, Be Well: Avoiding Excess Sugar, Sodium, and Alcohol," "Eat Well, Be Well: Maintaining Ideal Weight and Avoiding Excess Fat, Saturated Fat, and Cholesterol," "Food Guide Pyramid," "Student Body Workout," "Dying To Be Thin," "Eating Disorders," "The Real Scoop About Diet and Exercise," 12 min., "Slim Hopes, Advertising and the Obsession With Slimness," 30 min., "Looking Good, Feeling Good," "Hidden Fat," 8 min.

10 th Grade	<p>MacMillan/McGraw-Hill: <u>Glencoe Health</u>, 1994</p> <p>Videos:</p> <p>"Advertising Alcohol: Calling the Shots,"</p> <p>"Health Insurance Today," (social studies department of every school)</p> <p>"Ad-Libbing It,"</p> <p>"A Special Touch," (breast self-exam),</p> <p>"Testicular Self-Exam,"</p> <p>"Slim Hopes, Advertising and Obsession with Slimness," 30 min.,</p> <p>"Over The Counter Drugs,"</p> <p>"The Glitter: Sex, Drugs and the Media,"</p> <p>"No More Headaches,"</p> <p>"Use of Medication: A Guide to Self-Health,"</p> <p>"Environmental Health,"</p>
11 th Grade	<p>D. C. Heath and Company: <u>Perspectives on Health</u>, 1994.</p> <p>Videos:</p> <p>"Ad-Libbing It,"</p> <p>"Inhalants: Sniffing Your Way to Addiction," (available through The Prevention Center)</p> <p>"Crack: The Big Lie,"</p> <p>"Steroid Alert,"</p> <p>"The Coach's Last Lesson,"</p> <p>"Feminine Mistake: The Next Generation,"</p> <p>"The Substance Abuse Collection: Angel Death," (The Prevention Center)</p> <p>"Calling the Shots,"</p> <p>"Drinking and Driving - The Tolls, The Tears,"</p> <p>"Hard Facts About Drugs,"</p> <p>"Alcohol and Pregnancy: Fetal Alcohol Syndrome and Fetal Alcohol Effects,"</p> <p>"Missing Persons: The Drunk Driving Holocaust,"</p> <p>"Drugs, Alcohol and Pregnancy: What You Should Know,"</p> <p>"Nightmare on Drug Street,"</p> <p>"Marijuana and Your Mind,"</p> <p>"The Truth About Inhalants,"</p> <p>"Steroids: The Real Story,"</p> <p>"When You Live In An Alcoholic Family,"</p> <p>"The Quitter,"</p> <p>"What's Wrong With Marijuana," (Prevention Center)</p> <p>"Generational Forgetting," (Prevention Center)</p> <p>"Anabolic Steroids: The Quest for Superman, 29 min.,</p> <p>"Bombed!" (alcohol abuse), 28 min.,</p> <p>"What's Wrong With Beer?,"</p> <p>"What's Wrong With Tobacco?,"</p>

	"Lift It Up," (alcohol related Violence), "Drinking or Driving,"
12 th Grade	D. C. Heath and Company: <u>Perspectives on Health</u> , 1994. Videos: "Self-Esteem," "When Things Get Tough: Teens Cope with Crisis," (stress) "Self Esteem: America's Teenage Video," "Top Secret: A Friend's Cry for Help," (suicide) "Deadly Secret: The Robert Bierer Story," (suicide) "David's Story: A Teen Suicide," "Anger: You Can Handle It," "He's So Fine," (sexual harassment) "Respect," "Death," "It's in Everyone of Us," "Personal Ethics and Future of World," 28 min., "Lost and Found: Young People Talk About Depression," 21 min., "Anxiety Disorders," 14 min., "Stress and Anxiety," 9 min., "Stress," "For Goodness Sake," "The Fourth R: Responsibility,"

Reading List, All Grades

Title	Author
Aeneid, The	Virgil
American Dream, and the Zoo Story, The	Albee, Edward
Americans' Favorite Poems: The Favorite Poem Project Anthology	Pinsky, Robert (editor); Dietz, Maggie (editor)
Ariel	Plath, Sylvia
Blood Wedding	Lorca, Federico Garcia
Book of Luminous Things, A	Milosz, Czeslaw (editor)
Collected Poems	Auden, W. H.
Coney Island of the Mind, A	Ferlinghetti, Lawrence
Crucible, The	Miller, Arthur
Cyrano de Bergerac	Rostand, Edmund
Doll's House, A	Ibsen, Henrik
Effect of Gamma Rays on Man-in-the-Moon Marigolds	Zindel, Paul
Fences	Wilson, August
For Colored Girls Who Have Considered Suicide When the	Shange, Nzoke

Rainbow Is Enuf	
Glass Menagerie, The	Williams, Tennessee
Hamlet	Shakespeare, William
Hedda Gabler	Ibsen, Henrik
House That Crack Built, The	Taylor, Clark
In the Trail of the Wind: American Indian Poems and Ritual Orations	Bierhorst, John
Julius Caesar	Shakespeare, William
Jump Ball: A Basketball Season in Poems	Glenn, Mel
King Lear	Shakespeare, William
Life Doesn't Frighten Me	Angelou, Maya
Macbeth	Shakespeare, William
Major Barbara	Shaw, George Bernard
Master Harold and the Boys	Fugard, Athol
Maus: A Survivor's Tale	Spiegelman, Art
Maus: A Survivor's Tale, II: And Here My Troubles Began	Spiegelman, Art
Merchant of Venice, The	Shakespeare, William
Midsummer Night's Dream	Shakespeare, William
Mind's Eye	Fleischman, Paul
Murder in the Cathedral	Eliot, T. S.
Navajo: Visions and Voices Across the Mesa	Begay, Shonto
Nothing but the Truth: A Documentary Novel	Avi,
Novemberland: Selected Poems, 1956-1993	Grass, Gunter
Oedipus the King	Sophocles,
Othello	Shakespeare, William
Out of the Dust	Hesse, Karen
Paradise Lost	Milton, John
Playboy of the Western World; and, Riders to the Sea, The	Synge, J. M.
Poems of the Aztec Peoples	Kissam, Edward
Rhinoceros	Ionesco, Eugene
Rime of the Ancient Mariner, The	Coleridge, Samuel
Romeo and Juliet	Shakespeare, William
Shaking the Pumpkin: Traditional Poetry of the Indian North Americas	Rothberg, Jerome
Six Characters in Search of an Author	Pirandello, Luigi
Sonnets, The	Shakespeare, William
Spoon River Anthology	Masters, Edgar Lee
Stop Pretending	Sones, Sonya
Streetcar Named Desire, A	Williams, Tennessee
Tempest, The	Shakespeare, William

This Same Sky: A Collection of Poems from Around the World	Nye, Naomi Shihab (editor)
Threepenny Opera, The	Brecht, Bertolt
Twelfth Night	Shakespeare, William
Two Trains Running	Wilson, August
Waiting for Godot: A Tragicomedy in Two Acts	Beckett, Samuel
What Have You Lost?	Nye, Naomi Shihab (editor)

Students will be able to master the following skills in World Languages:

- Use and appreciation of oral language through discussions, chants, songs, poems and games that involve talking, listening and following directions.
- Use and appreciation of printed language through activities that teach directionality of print, production of print, handling of books, word awareness and predictable and patterned languages.
- Listen to daily read-a-loud for the introduction of new words, places and ideas, hear vocabulary and text structures, support and extend oral language development and connect oral to written language.
- Understand and manipulate the building blocks of spoken language through rhyming games and auditory activities to manipulate sounds in words.
- Understand and manipulate the building blocks of written language through activities that teach names of letters, printing letters and experiment with and manipulate letters to make words and message.
- Understand the relationship between the sounds of spoken language and the letters of written language.
- Learn decoding strategies.
- Relate writing to spelling and reading.
- Accurate and fluent reading in decodable stories.
- Read and comprehend a wide assortment of books and other texts.
- Develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.
- Apply comprehension strategies.

Teachers will teach students directly through online lessons in which students will participate using online whiteboards and interactive microphones. This technology is widely available, and would be used by teachers and students (and their parents in the early grades) to access lessons. Teachers will teach particular lessons, which will then be archived for review at any time by students or parents who wish to review that lesson again. Upon logging into the system, students and their parents will be able to review the topics on which they will be working during the school day, in all of their respective subjects for that day. The students will be working toward mastery of the topics of those lessons, and will have the curriculum materials available in hand or online in order to begin review of those lessons, complete their homework, etc.

If a student has successfully completed their assigned work, and has demonstrated their mastery of the content of a specific lesson being taught by their teacher (with mastery being demonstration of knowledge of 80% of the material), then the student may work on other material which they have been assigned at that time, either online or off-line.

All of the topics that the students will study will be identified and catalogued in the online Learning Management System. The topics will be arranged by scope and sequence, and by the days in which those lessons will be addressed by the teacher in the virtual classrooms. Once a student has demonstrated mastery of those topics, the status of those topics will be changed and a visual marker placed by the teacher that shows that the topic has been mastered. The student will then be assigned to the next topic to be covered by the teacher or the next higher level of that topic. Students will always be given the ability to login to their particular classroom at the time to which they have been assigned. However, if there is space in the virtual classroom (e.g., less than 30 students participating), and the teacher grants permission for them to participate, then students may participate in any of the online virtual lessons that are being provided by the school at any given time.

More Key Features of the School

The school's educational program is designed to maximize the development of students' academic, interpersonal, and intrapersonal skills, while keeping them connected to the larger community. Some of the key features that will be used in the program are identified below.

Personalized curriculum - Each student's program will be tailored to their individual strengths and areas of need, based on diagnostic assessments at the beginning of each school year. Those needs will be matched with the goals and objectives of their grade level and the school. The Learning Management System will provide access to and tracking of students' development through this learning plan, and across the scope and sequence. Students, parents, teachers and advisors meet to develop an individual learning plan, and meet regularly to review the student's progress relative to the plan. The Learning Plans and curriculum will facilitate development of the Pennsylvania Academic Standards.

On-Site Option- We plan to offer for those students who want to maximize their interaction with staff and other students the opportunity to attend the various sites that we will be setting up around the state. It is our plan to contract for space with the state-wide network of Intermediate Units so we can meet weekly or more with our students. It is a major component of SWCCCS to provide this option especially to our at-risk students, ELL and for Special Education students.

Internships and Mentorships- for High School Students in areas of students' interest,

Individual and small group tutoring - tutorials for all students at least 3 times a week, conducted online. Where deemed necessary and possible some of these sessions will be at one of the on-

site locations. They provide dedicated time to complete homework, correspond with teachers, work with tutors, use computer-based learning, and engage in test preparation

Hands-on, project based learning - Project Based Learning is a “systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions, and carefully designed products and tasks”.

PBL will encompass a spectrum ranging from brief projects of one or two weeks in one classroom to year-long, interdisciplinary projects in special elective classrooms.

Student and parent input into decision-making - students will be involved in planning their learning using individual learning plans

Common planning time for all teachers - Common planning time will be provided weekly, and will largely follow the Child Review model of Pat Carini (Carini and Himley, Eds, 2000, From Another Angle: Children's Strengths and School Standards, New York: Teacher’s College Press). Planning time focuses on addressing needs and creating supports for individual students.

Continual professional development for all teachers, administrators and support staff. – to cover all aspects of the curriculum, including Project Based Learning, technology enriched learning and Individualized Learning Plans.

Specific, measurable school goals- The school is accountable to parents, the State and its students through commitment to helping its students to achieve a wide range of academic and non-academic goals.

College preparation for high school students- All of our students will be fully prepared for lifelong learning, and to attend higher education institutions after graduating. The skills and knowledge required for mastery of each course will be fully aligned with the Knowledge and Skills for University Success developed by the Association of American Universities (Conley, D., 2003, *Understanding University Success*, Philadelphia: Pew Charitable Trusts). The KSUS standards are the result of a two-year study in which more than 400 faculty and staff members from twenty research universities participated in extensive coursework reviews designed to identify what students must do to succeed in entry-level courses at their institutions. National academic content standards documents were analyzed and used for comparison. Multiple peer reviews were employed to hone the standards and ensure their validity, and consultants with expertise in standards development contributed suggestions for improvement. The standards reflect the skills and knowledge students must possess to succeed in college without having to take remedial courses. Based on the KSUS standards and other college preparatory program research and recommendations, the hallmarks of our curriculum are as follows:

- More time on task – To make better use of the limited time students spend in a high school and ensure that our graduates meet the admissions requirements common to selective universities, all students will be required to take math, English, science, and social studies courses in all four years of high school

- Focus on Creativity, Critical thinking and Problem solving – All of our students will be shown and will be required to show the elements of reasoning essential for posing, investigating, analyzing and evaluating problems that are central to success in their lives as teenagers, in later careers and in college (National Center on Education and the Economy, 2006, Tough Times or Tough Choices, Report of the New Commission on the Skills of the American Workforce). These habits of mind are critical thinking, analytic thinking, and problem solving, an inquisitive nature and interest in taking advantage of what a college has to offer, creativity, openness to many possible futures, and ability to cope with frustrating and ambiguous learning tasks. Other skills will include the ability to express oneself in writing and orally in a clear and convincing fashion, to discern the relative importance and credibility of various sources of information, to draw inferences and reach conclusions independently, and to use technology as a tool to assist in the learning process.¹ These goals will be common to all courses and will be synthesized in the Project Based Learning in which all students will participate.
- Linkages to College – Finally, all students will have exposure to college, not just through college fairs and other admissions activities, but through online AP classes. Students will be required to produce entry level college work in their senior coursework, and demonstrate work at the college entry level in their Senior Projects. Tutors from local colleges will also be provided to work with students at the school, giving them first hand experience with the requirements and benefits of college life.

Highly disciplined environment- SWCCCS students will learn in a virtual school environment that is safe, orderly and where respect for school staff and fellow classmates is paramount. A clear code of conduct will state explicitly the consequences of disruptive or disrespectful behavior, and will be enforced by the CEO. The founders understand the research that shows that an orderly environment where students feel safe is most conducive for learning. Students and staff will be taught to be proactive in creating a disciplined environment. Self-discipline will be taught as a set of skills to be mastered in all areas and by a related discipline method called The Responsible Thinking Process (Ford, E. E. (1997). Discipline for home and school book one (2nd ed.). Scottsdale, AZ: Brandt). Using the Responsible Thinking Process (RTP), teachers and students focus their actions on optimum outcomes for the environment that they are in- in this case, establishing the best conditions for academic learning. RTP helps students to control their own actions in the midst of confusing and distracting elements that are the inevitable consequence of social interaction.

Frequent communication with parents -The support and involvement of parents is essential for us to meet the mission of our school. Parents are the child's first teacher, and a co-manager of the child's learning with our online teachers. They must work with the school to continue to set the educational and behavioral achievements of their child as they work their way through high

school and on to higher learning. They provide the home conditions that support academic learning (rest, diet, stress relief, comfort), provide inspiration and stimulation to children's development, and reinforce all of the academic learning and social habits that are taught in the school. They are expected to spend time in the school, supporting and monitoring their own child's learning, as well as the learning of others. Teachers will communicate with parents through the Web Portal, by telephone, and in paper through the mail or by fax. Families and students' home cultures are celebrated in the school, with frequent open houses and social gatherings to allow families and school staff to socialize outside of the regular academic day.

High graduation standards SWCCCS will require all graduating students to demonstrate proficiency in academics, to master at least 80% of the material in all required subject areas, to complete a senior project that synthesizes their learning, and to attend school regularly (at least 90% of the time). All students will be required to achieve a score of "proficient" on the PSSA in Reading, Writing and Mathematics, or its equivalent in order to graduate from the school.

Varied, Individualized Instruction - SWCCCS will implement the concept of Learning for Mastery as envisioned by Bloom, which requires multiple methods of instruction to ensure that each student has an opportunity to learn the skills and content of the subject matter. Lectures, tutorials, computer-based learning, project based learning, online seminars and online group discussions will all be used with students to promote student learning.

Integral learning technologies - SWCCCS students will utilize technology in every aspect of their program exploring both widely used and promising new technologies while developing both their academic and workplace skills. All students will become proficient in the new (2007) National Educational Technology Standards (NETS-S) created by the International Society for Technology Education (ISTE). To that end, students will use a variety of computer software to create, plan, implement, and analyze projects, to conduct online and offline research, and to collaborate with their peers and with industry professionals. The school will:

- Have a strong emphasis on uses of media for communication, student work and long-term projects, and community interaction
- Give students advantage in an ever-increasing, technologically dependent world
- Provide Media rich delivery of content and lessons will appeal to range of student learning styles
- Give students access to software to include the iWorks suite (Pages, Numbers, Keynote), for word processing, data management and presentations, and the iLife suite (iPhoto, iMovie, .Mac Web Gallery, GarageBand, iWeb, iDVD), for complete digital authoring in various--yet essential—media, and Logic Pro, an award winning sequencing and audio application for music creation and production
- Provide documentation cameras in every classroom
- Give students access to Interactive Mobile Learning Labs, including: Apple iPod Learning Lab, Apple Mobile Learning Lab, and Digital Media Creation Kit

Daily Schedule

A proposed sample school day schedule is provided below:

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Advisories	Technology	Advisories	Technology	Advisories
9:00 - 11:00	Morning Language Learning Block				
11:00-12:30	Math Learning Block				
12:30 - 1:00	Tutorials	Tutorials	Tutorials	Tutorials	Tutorials
1:00 – 2:15	Science	Arts	Science	Arts	Physical Education
2:15-3:00	Social Studies	Character Education	Social Studies	Character Education	Technology
3:00 – 4:00	Tutorials/ Projects				

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

B. Students with Disabilities

Solomon World Civilization Cyber Charter School will be designed to work to the greatest extent possible to provide a free and appropriate education for our students with disabilities. SWCCCS will provide an individualized, academically rich and supportive environment for ALL its students, including students with special needs. The founders have collaborated with legal counsel to develop comprehensive policies for students with special needs. We believe that our school will be attractive to a large number of students with known or suspected disabilities, including attention deficit/hyperactive disorder, physical disabilities, or other disabilities that may make it difficult for them to remain in a traditional school environment, and we welcome the opportunity to provide them with a program targeted to their unique needs.

The special education policies detailed herein were designed and will be implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 – PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA); and Pennsylvania Department of Education regulations on Charter School Services and Programs for Children with Disabilities (Chapter 711).

The following six concepts serve as the foundation for the SWCCCS special education policy:

1. **Zero Reject:** As an LEA, SWCCCS will provide all students an equal education opportunity, and will not deny any students an education on the basis of a disability.
2. **Individualized Education Program (IEP):** In accordance with IDEA, all SWCCCS students identified as having a disability and in need of special education services will be provided a written IEP. The IEP will include current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria.
3. **Free Appropriate Public Education (FAPE):** All eligible SWCCCS students will be provided appropriate special education (determined on a case-by-case basis) and related services at the expense of the charter school in conformity with each students IEP.
4. **Least Restrictive Environment (LRE):** SWCCCS will ensure that students with disabilities are education to the maximum extent appropriate with their non-disabled peers. The educational philosophy of SWCCCS is to bring all students into one community of learners, and our preference is to educate students, whenever appropriate, with the appropriate supplementary aids and services necessary for them to participate in the virtual school with their peers.
5. **Due Process and Parental Involvement:** SWCCCS understands that parents must be notified of the intent to evaluate their child for services, and their consent to an initial evaluation before the process begins. Parents will also be involved in the IEP process and will be required to provide consent to the initial placement and provision of services.
6. **Non-Discriminatory Evaluation:** SWCCCS will use a variety of assessment tools and strategies, including information provided by the parents, to gather relevant functional, developmental, and academic information about each special education student. These assessments will not be discriminatory on a racial, linguistic or cultural basis, and all tests and evaluation materials will be:
 - Provided and administered in the child’s native language or other mode of communication.
 - Validated for the specific purpose for which they are used.
 - Administered by trained personnel.
 - Tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.
 - Reflective of the child’s aptitude or achievement and not reflective of the child’s impaired sensory, manual, or speaking skills.

Specifically, SWCCCS’ special education process has six steps:

1. Child Find
2. Prereferral
3. Referral
4. Evaluation

5. Individualized Education Program (IEP)
6. Implementation

STEP 1 – Child Find:

Each year, SWCCCS will publish a notice to the public – via major area newspapers – that includes:

- A description of available special education services and programs.
- The purpose, time, and location of screening activities provided.
- How to request a screening or evaluation.
- The procedural safeguards and confidentiality rights of parents.

SWCCCS understands its obligation to ensure that all students eligible for special education that need special education and related services are identified, located, and evaluated including wards of the state. As such, SWCCCS will implement the comprehensive system of screening described in Step 2 below.

STEP 2 – Prereferral

SWCCCS will implement a comprehensive system of screening to identify students who may need to be referred for a Multidisciplinary Evaluation (MDE). Specifically, this system will include, but will not be limited to, the following screening activities: and performance-based review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screenings; visual screenings; motor screenings; speech and language screenings; and occupational therapy screening. Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening will be conducted by school employees unless equally qualified contracted professionals can conduct the screening more easily. The purpose and projected timeline for the screening activities to be conducted will be detailed to parents annually in the student/parent handbook. If parents need additional information about the purpose, time and/or location of screening activities, they can contact the school's special education coordinator directly.

Professional development will be provided to all SWCCCS teaching staff on classroom observation and intervention strategies for identifying students who may require special education services. Additionally, workshops on recognizing potential disabilities will be held for parents and additional resources will be available for parents on the school's Website. SWCCCS will draw upon outside resources to assist in professional and parent education. Some of these resources include, e.g., the following: the Education Law Center of Pennsylvania, Children with Attention Deficit Disorder, Autism Society of America, The Learning Disabilities Association of PA, the Mentor Parent Program, the Parent Involved Network, and the PA Initiative on Assistive Technology.

STEP 3 – Referral

Permission to Evaluate: If screening indicates that's a student may be eligible for special education or if a request for a Multidisciplinary Evaluation (MDE) is made by a teacher the charter school, SWCCCS will request permission to evaluate from the student's parent/guardian. The letter requesting parental request will detail the reasons why an

evaluation is being requested, evaluation procedures, and an explanation of parental rights and procedural safeguards. Specifically, parents will be informed that they have the right to review screening records, to meet with school personnel to discuss the referral, and to disagree with the referral. Parental written consent must be obtained before an evaluation can be conducted.

SWCCCS understands that parental consent for the MDE is not consent for special education services. Furthermore, SWCCCS understands that we are not permitted to require a child to obtain a prescription as a condition for attending school, receiving an evaluation, or receiving services.

In addition to the charter school, referral to MDE can be made by the Pennsylvania Department of Education, another state agency, the parents of the child, or the child him/herself. Written parental consent for the initial evaluation must also be obtained in these instances before the MDE can commence.

Absence of Consent: If a parent does not give consent for the evaluation or does not respond to a request for an initial evaluation, SWCCCS may pursue permission through due process procedures.

Consent for Wards of the State: When a child who is legally defined as a “ward of the state” (i.e. a foster child, “Ward of the State,” or child in the custody of a public child welfare agency) is referred for special education evaluation, SWCCCS will make reasonable efforts to obtain the informed consent from the parent of the child for an initial evaluation.

STEP 4 – Evaluation

Initial Evaluation: Upon receipt of the permission to evaluate from the child’s parent, SWCCCS will convene an Evaluation Team to conduct the Multidisciplinary Evaluation (MDE). The Evaluation Team will be composed of qualified professionals (including at least one teacher) and parents. SWCCCS will have 60 calendar days from the receipt of the written consent to evaluate to complete the MDE. In conducting the MDE, the charter school will use a variety of assessment tools, including information from the parent – the school will not use a single measure as the sole criterion for determining eligibility. The assessment tools used must:

- Not be discriminatory or racially biased
- Be administered in “the language and form most likely to yield academic, developmental and functional information; unless it is not feasible to provide or administer.”
- Be valid, reliable, and administered by trained personnel
- Must be able to assess child in all areas of suspected disability and to provide relevant information.

The Evaluation Team must also review existing data including local or state assessments and classroom-based observations for all students and determine present academic achievement and developmental needs as part of the evaluation process.

When evaluating a child suspected of having a specific learning disability, the Evaluation Team is not required to take into consideration severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The Evaluation Team may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures.

The ultimate aim of the MDE is to answer the following two questions:

1. Is the child identified as having a disability included in the 13 categories of disability defined in IDEA?
2. Does the child require special education and related services as a result of any such identification?

The 13 categories of disability identified in IDEA are:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

If the evaluation finds that the child does have a disability as defined above, and that they, consequently require special education and related services, they are defined as a “child with a disability”. If the child does not require special education as a result of a classified disability, they are not defined as a “child with a disability.” Furthermore, a child is not a child with a disability if the presenting problem is caused by lack of instruction in reading (including the essential components or reading instruction), lack of instruction in math, or limited English proficiency. Parents will receive an Evaluation Report (ER) at the conclusion of the initial evaluation.

All evaluations will be provided by the school at no charge to the parents. If a child needs special education, the special programs and related services as determined by the IEP team will be provided free by the school. Results of the evaluations will be made available for parental review. Parents also may get evaluation reports from professionals outside the school system and send them to the school.

Reevaluation: Reevaluation will not occur more than once a year unless the parent and SWCCCS agree otherwise. Reevaluation will occur at least every three years, unless the parent and the LEA agree that a reevaluation is unnecessary. The exception is reevaluation of students with mental retardation – the PARC Consent Decree requires that these students be reevaluated at least every two years. Reevaluation will begin with a review of existing

evaluation data by the IEP Team (see Step 5). This data is to include evaluations and information from parents; local and state assessments and observations of students in learning situations (in their homes, in this case). Based on the review of the data, there are two possible outcomes:

1. The IEP Team will identify that additional data is needed to determine:
 - If the child is a child with a disability.
 - Educational needs of the child.
 - Present levels of academic achievement and related developmental needs.
 - Whether the child needs special education and related services.
 - Whether any additions or modifications are needed.

At this point, SWCCCS will issue a Permission to Reevaluate Form to the parent and begin the necessary assessments upon receipt of consent.

OR

2. The IEP Team will determine that additional data is not need, which means that the charter school will notify the child’s parents with the reason for that determination and their right to request assessment. SWCCCS will not be required to conduct an assessment unless requested by the parents.

SWCCCS will not determine that the child is no longer a “child with a disability” without reevaluation.

STEP 5 – IEP

IEP Team: If a child is identified as a “student with a disability,” S W C C C S must convene its IEP Team within 30 days from the completion of the evaluation. The IEP Team will be composed of the following persons:

- The parents of a child with a disability;
- Not less than one “regular” education teacher (virtual school teacher);
- Not less than one special education teacher, or when appropriate, not less than one special education provider;
- A representative of the local educational agency (LEA) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the LEA;
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- Other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

The IEP Meeting: The IEP meeting will serve as a communication vehicle between parents and school personnel, and will enable them, as equal participants, to jointly decide what the child's needs are based on evaluations, what services will be provided to meet those needs, and what the anticipated outcomes may be. As noted above, the first IEP Meeting will take place within 30 days of the completion of the MDE.

An invitation will be sent parents to participate in the initial IEP meeting and all subsequent IEP Team meetings. The invitation will include the purpose of the meeting and the accommodations offered. SWCCCS will make every reasonable attempt (i.e. certified letters, telephone calls, and/or visits to home or parent's place of employment) to secure parent participation, and will document each attempt. SWCCCS will ensure that the parent receives the ER a minimum of 10 days prior the initial IEP meeting. SWCCCS understands that the school is not permitted to use due process procedures to place students in special education. Therefore, if a parent refuses the receipt of special education and related services or fails to respond, the school is not required to convene the IEP Meeting or develop the IEP. In this circumstance, SWCCCS will not be in violation for not providing FAPE.

If an IEP team member's area of expertise is not being discussed/modified in a given meeting, the team member will not be required to attend if both SWCCCS and the parent agree in writing. If an IEP team member's area of expertise is being discussed/modified, the IEP team member may be excused if both SWCCCS and the parent agree in writing and if the member's written input is submitted to the parent prior to the meeting. The parents and SWCCCS may agree to use alternative means of meeting, such as videoconferences and conference calls. Parents and the charter school may agree not to convene an IEP meeting to make changes to the IEP after the annual meeting, and instead the Team may develop a written document to modify the current IEP. Upon the parent's request, SWCCCS will furnish a revised copy of the IEP.

IEP Process: The IEP development process is designed to provide an opportunity for resolving any differences between the parents and the school concerning the special education needs of a child with a disability; first, through the IEP meeting, and, second, if necessary, through the procedural protections that are available to the parents. The initial IEP Team Meetings will be used to review the ER and develop the IEP. For reevaluation, the IEP Team will meet to review effectiveness of the current IEP. The IEP Team will also convene as necessary for progress monitoring designed to ensure the effectiveness of instruction.

IEP Document: All students in the charter school will have an Individual Learning Plan (ILP) that will help chart their course for learning and development in social, physical, and academic areas. In the case of a student with a disability, an Individualized Educational Plan (IEP) will substitute for their ILP. The IEP will set forth in writing a commitment of resources necessary to enable a child with a disability to receive needed special education and related services. The IEP

format will be developed within 30 days after the completion of the ER and will contain the following:

- A statement of the child’s present levels of academic and functional performance, including how the child’s disability affects the child’s involvement and progress in the general curriculum.
- A statement of measurable annual goals, including benchmarks or short-term objectives required for those students who take the alternate assessment aligned to alternate standards (e.g. PASA).
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, (including Extended School Year) and a statement of the program modification or supports for school personnel that will be provided for the child.
- The plan for educational placement.
- A statement of any individual modification in the administration of the state or district-wide assessments of student achievement (i.e. PSSA, TerraNova) that are needed in order for the child to participate in a particular state or district-wide assessment, a statement of why that assessment is not appropriate for the child, and how the child will be assessed. For example, if the IEP Team recommends that the student participate in the Pennsylvania Alternative System of Assessment (PASA), instead of the PSSA, the IEP will provide a full explanation of the reasons for providing the child with the PASA instead of the PSSA.
- The projected date for the beginning of the services and modification and the anticipated frequency, location, and duration of those services and modifications.
- A statement of how the child’s progress toward the annual goals will be measured, how the child’s parents will be regularly informed of their child’s progress toward the annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

SWCCCS will use the Pennsylvania Department of Education’s IEP format, which also requires a detail of LRE – the number of hours per week a child receives special education services and the percentage of time the student is involved with the special education “virtual” classroom.

When a student with a disability transfers to SWCCCS from within the state, SWCCCS will implement the student’s current IEP until we adopt the current IEP or develop a new IEP. When a student with a disability transfers to SWCCCS from outside the state, the charter school will implement comparable services to those in the child’s out-of-state IEP until we conduct an evaluation, if necessary, and develop a new IEP.

STEP 6 – Implementation

Once the IEP team has developed the IEP, SWCCCS will issue to the parents the Notice of Recommended Educational Placement (NOREP), again using the Pennsylvania Department of Education’s form. This notice explains the placement or recommended class for the child and explains parental rights. A NOREP will also be provided anytime the school is proposing to change a student’s educational program and/or assignment. If the parent approves the NOREP, SWCCCS will implement the IEP as quickly as possible. We understand that a public school district is required to implement the IEP within 10 days of receiving an approved NOREP from parents, and, the charter school will make every effort to implement in a similar timeframe. If the parent does not approve the NOREP, a host of options will be available to them including a meeting with school personnel, pre-hearing conference, mediation, and a due process hearing. These options will be executed according to the timeframe established in IDEA.

Additional implementation components of SWCCCS’ special education policy include:

- Procedural Safeguards Notices – Parents will be provided a Procedural Safeguards Notices (using the Pennsylvania Department of Education’s notice), which outlines the rights and safeguards to be followed according to state and federal regulations in providing FAPE, at least one time per year. Additional copies of the PSN will also be provided to parents whenever there is a notice of disciplinary change of placement, at the time of initial referral or parent request for evaluation, at the first occurrence of filing for a due process complaint, and upon any parent request for a copy.
- Common Meeting Time – Our regular education teachers and specialty teachers will meet together with special education teachers and TESOL teachers at least once per week to plan for the inclusion of gifted, disabled, and ELL students in virtual classroom activities.
- Commitment to Inclusion – Our “open” approach to assignment of instruction and student learning will foster inclusion of students with special needs. Because our instructional model is conducive to inclusion, every effort will be made to include students with disabilities in the same activities as regular education students as much as is appropriate, with the intention of providing all students with the “least restrictive” educational environment possible. Most students with disabilities are expected to be learning primarily in the mainstream with their fellow classmates. They will be encouraged to participate and contribute in all services and school activities. These include:
 - Field trips
 - School-sponsored extra-curricular activities such as sports or debate teams

- Service Delivery – SWCCCS will provide the services required by the student, or we will contract with another entity, such as an intermediate unit or school district, to provide the services, if it is determined that the school cannot provide the level of services that the student needs. The school will attempt to provide all needed services directly, or, in some cases, contract for services with a local IU. The following will be provided through some combination of direct and contracted services:

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

Our partners for the provision of special education and related service may include these and other partners serving the particular areas where the cyber school students are located:

- Pennsylvania Intermediate Units- Meetings have been held with representatives of the Pennsylvania Department of Education wherein we were encouraged to link up with the state-wide network of Intermediate Units to develop contracts as needed to provide services and space as needed to support our educational needs. It is our plan to set-up contracts with the various Units as needed to aid us in special educational therapies and educational space so we can provide services required by their IEPs. Other specific services are described below.
- Pediatric Therapeutic Services, Inc. – PTS currently provides special education services to over 30 charter schools in the Delaware Valley. SWCCCS will join with PTS, drawing upon the company’s expertise and contracting their services for speech therapy, occupational therapy, and physical therapy services using both direct and consultative models.
- Parent Training and Assistive Technology Network (PaTTAN) – This organization, located in King of Prussia, PA will provide SWCCCS assistance in help to assess students’ particular needs, acquiring assistive technology (through the Lancaster-Lebanon IU13 Assistive Technology Purchasing Program), and obtaining technical assistance and training for parents and teachers in using technology to provide the least restrictive environment for our special education students.

- PEPPM (Central Susquehanna Intermediate Unit 16) – This partnership will enable the charter school to obtain low-cost technology to support our special education and regular education students.
- Institute on Disabilities at Temple University – Our partnership with this Institute will assist the charter school implementing best practices in special education and with training all of our teachers in the best methods of including students in all of the school’s academic and social events. Temple’s Institute will provide professional development at the beginning, middle, and end of the year and ongoing technical assistance. Technical assistance will include hands-on support to the teachers on developing supports for individual students.
- Staffing – Teachers with certificates in special education will be hired at a ratio of one teacher to every 10 special education students. One Special Education teacher will be designated as a leader to assist with the training of regular teachers to work with students with special needs. In our first year of operation, SWCCCS anticipates that 10% of the student population will require special education and related services. Our budget provides for sufficient numbers of special education teachers to meet the needs of our population of special education students (at a ratio of 1:10 special education teachers: students). Should additional special education teachers be needed, our school will shift some personnel funds in the budget to accommodate the hiring of those teachers as quickly as possible. There will be additional teachers hired as needed to provide itinerant services directly in the homes as needed on a weekly basis

The child’s regular teacher will be present at the team meetings in order to contribute information about or to make clear specifications with regard to treatment and accommodations required for the student. All teachers will have access to each student’s IEP, and, if responsible for that student’s education, will be responsible for understanding their role with regard to that IEP’s specifications.

A Teacher Assistance team will be developed to help to identify any students thought to have special needs by other staff members. Record keeping and recording will be done in compliance with IDEA and FERPA. Each new student with a suspected disability will be recommended and receive an evaluation and IEP pursuant to applicable Pennsylvania State and Federal laws and regulations, including Child Find requirements.

- Ongoing Monitoring and Parent Involvement – Parents will be kept informed on a regular basis with regard to their child’s progress relative to the goals set forth in the IEP. The student’s teacher will inform them formally on a bi-monthly basis about their progress, and more frequently on an informal basis.

QUALIFIED HANDICAPPED STUDENTS

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination. SWCCCS will ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, SWCCCS will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. SWCCCS or the parent may initiate an evaluation if they believe a student is a protected handicapped student.

Transition program for IEP and qualified Handicapped students

Our program for transitioning our special needs students into employment will be integrated with our Internship program for those students who qualify for transitioning support. Our program will be modeled on the highly successful Ken-Crest model that has been used with hundreds of students throughout the Delaware Valley. We will contract with Ken-Crest to serve as a partner to the school, assisting us with the development of our transition program. The SWCCCS transition program will be directed and managed by the school's CEO. The daily operations of the program will be managed by the school's Special Education Coordinator. The school will work with the Ken-Crest model to serve as the core transition process. Once the school is serving students requiring transition programs, the team will meet monthly to review individual student needs and IEPs, establish assessment schedules, collect and examine assessment data, assess professional development needs, select and evaluate curriculum, review results of employment placements, and review and extend employment opportunities for eligible students. Their ultimate goal will be to build the capacity of the school as a whole to meet the needs of all special education students for essential life skills, workplace skills, social skills, and experiences to succeed in their transition to adult life, and to foster partnerships with other agencies, such as OVR, to maximize students' opportunities to pursue their interests and aspirations. Our program will serve special needs students who are eligible to participate in transition activities. We will ensure that all of their IEPs include transition-related assessments that identify their career interests and their work-related skills, in accordance with the new IEP forms. We will focus on "Person-Centered Planning" that draws on each student's dreams, abilities and experiences. We will collect baseline data on student skills and interests, and use that for comparison of student

employment and skills growth at mid-year and at the end of the year. We will use the Brigance Life Skills Inventory and Employability Skills Inventory to assess and track growth in student skills.

We will contract with an expert in education and youth law in order to ensure that our program for placing students in the workplace is based on a sound legal precedent and will not violate any existing statutes including child labor laws or laws regarding the displacing of adult workers. We will begin to solidify our partnerships with employers by identifying the environments they will need to have in order to support our work, and we will begin to train our students with the particular skills they will need in order to be successful in their work placements.

See **APPENDIX J** for Special Education Policies

C. Description of the teaching methods that will be used to deliver instruction and assess academic performance

SWCCCS' educational program will always be monitored and directed by the school's teachers, including "regular" teachers and special education teachers. As a virtual school, the students' parents must also agree to help guide and assist their children with planning, accessing and assessing their learning. Teachers will direct student learning using standards-based curricula from national publishers through online one-to-one tutoring, online distance-learning classrooms, and extended learning projects. Students' teachers will be proficient in the use of multiple methods of instruction in order to provide students with multiple opportunities to learn the required content and skills. Thus, it is the teacher's and parent's responsibility to continue working with each student until they have mastered the current material, but it is the student's responsibility to prove their mastery in order to move to the next level.

Teachers and parents will "co-manage" each student's learning, developing an Individual Learning Plan based on the goals set for that student for that year. The teacher will ultimately be responsible for the student's achievement, but the parent and student must agree to login to the virtual classrooms regularly and use the Learning Management System to access assignments and lessons based on the student's Learning Plan. The teachers will teach virtual classes of students using two-way microphones and interactive whiteboards, on a regular class schedule. The students will know well ahead of time what the lesson for the day will be, and, if they have proven mastery (80% proficiency or higher) of that lesson for that day, they may choose not to attend that virtual class and instead work on other topics during that time period. The teacher, student and parent will know whether the student has proven mastery of that particular area of the subject being taught, as results of assessments that the student has taken will indicate that mastery on the online Learning Management System.

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

Best Practices	
<i>1. Meaningful continuous assessment that is aligned with standards</i>	
	Assessment and feedback are built into the Learning Management System that parents and teachers will use to continually assess student mastery of the two languages as well as academic content areas. SWCCCS will have a standards-based accountability system for all students that will include a systematic review of progress by a certified teacher and regular feedback to parents and students regarding progress relative to State standards and benchmarks. Progress of the school and the student will be linked to the Pennsylvania Accountability System goals, and diagnostic test scores will be used by teachers, parents and administrators to make decisions regarding allocation of additional resources and alterations to a student’s program to ensure their success in all academic areas.
<i>2. Rigorous and engaging curriculum</i>	
	The curriculum will provide opportunities for all types of students to achieve proficiency in all academic areas. The standards-based curriculum is available in digital and paper form. Students will be provided a variety of learning experiences that will be tailored to their particular strengths and interests. Our curriculum will incorporate the many resources of museums and Universities provided on the newly developed Internet2 (www.internet2.edu) to support real-world research and access to high-tech research tools and projects.
<i>3. Innovative, creative and effective instruction</i>	
	SWCCCS will employ differentiated instructional techniques, working with parents to employ the types of learning that work best for each individual child. Students will be highly engaged by using project based learning, addressing Big Questions using Internet research projects governed by the Big 6 model of instruction, learning academic content in two languages, and using the Learning Management System and Web portal to access lessons and share information related to their particular areas of interest. Teachers will work with parents to tailor instruction to each student’s current proficiency level by accessing records of student content mastery through the Learning Management System.
<i>4. Artful use of infrastructure</i>	
	The technological infrastructure will support mastery of academic content by providing students and their parents with a method of assessing and documenting their progress, and connecting them with resources and lessons that will allow them to learn at the next higher level. The Learning Management System will allow students, teachers and parents to view the areas that students have currently mastered, as documented through online tests or tests administered by the school or by their teachers, and identify the resources that the students will use to pursue the next topic in the scope and sequence for that topic. The next topic might indicate what date the teacher will be teaching that topic in an online classroom, where a student could go to access an archived lesson on that topic, identify curriculum or online resources that pertain to that particular topic, or point them to online discussions or tutorials on that topic that are being conducted in the school community. Thus, students will be able to use the school’s online resources to capitalize on learning what they need at the pace that works best for them, allowing them to achieve what Csikszentmihalyi terms “psychological flow”, or the psychology of optimal experience.
<i>5. Deep partnerships with community organizations, universities, businesses and/or, regional and national organizations</i>	
	SWCCCS is the creation of a community partnership with deep ties with the Chinese and Jewish communities that have a commitment to life-long learning based on a quality and intensive foundation. Our organization has ties to many businesses, other community

	organizations and universities that will assist us with building a nurturing cocoon of education around our children.
6. Intensive teacher and leadership training	
	<p>We will provide our teachers with regular professional development that will be focused on developing skills and knowledge in using tools to assess students' progress and in using interactive distance learning techniques to teach our students to become knowledgeable, critical thinkers fully involved in the world around them. Teachers will receive intensive and on-going training in how to work with and train parents to become "co-managers" of their child's education.</p> <p>School administrators will receive intensive and on-going training in how to work with and manage teachers in a virtual school environment, and how to build a community of learners using Internet-based tools such as Wikis, email, webchats, online conferences, and message boards.</p>

Habits of Practice	
1. Serve students who have traditionally been underserved by the public schools, are considered hard to reach and/or are underrepresented in future career fields	
	Our mission to serve our students and support them to achieve to academic levels means that we are committed to serving a population of students that has not been traditionally well-served by schools and school districts. Our commitment to work with the whole family, in areas throughout Pennsylvania, means that ultimately we will be assisting the whole state by building the skills of many of its citizens who have been disadvantaged and disenfranchised.
2. Focus on building relationships and trust	
	We will build a strong foundation of relationships and trust by providing open access to our teachers and administrators through email, chat rooms, and face-to-face meetings with students and families. We will provide continual monitoring and feedback regarding student work to parents, students and teachers, creating a bond of mutual responsibility and support for their ultimate success.
3. Build upon education practices proven successful nationally and/or are supported through scientifically based research	
	Computer-based learning has been proven to be successful in helping students to achieve both basic skills and higher-order thinking skills (Papert, 1994, <i>The Children's Machine : Rethinking School in the Age of the Computer</i>). Computer-supported collaborative learning, a primary approach that will be used by this school for student learning, has been shown to be highly valuable for teaching and learning both social and academic skills, and is recommended as an educational technique by the US Department of Education (Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. <i>The Journal of the Learning Sciences</i> , 3(3), 265-283).
4. Foster positive partnerships with their local school district in order to inform each other's practice, share knowledge and leverage resources	
	SWCCCS is committed to helping the community to achieve unprecedented academic success, and this means working with not only our own schools, but with public schools across the state to improve teaching of all students. We will work with the school districts as well, including charter schools and virtual schools, to provide information to them regarding strategies that we develop that prove successful in raising student achievement through use of online technology. We will welcome any suggestions and resources that the local school

	districts are willing to share with our teachers and administrators, as well.
5. Commit to participating in networks with colleagues at other Pennsylvania charter schools and charter schools in other states	
	SWCCCS will join the Pennsylvania Coalition of Charter Schools and the Charter Friends National Network. We will work with any and all other charter schools in order to share strategies, insights and best practices.

D. The School Calendar

SWCCCS will operate on a 180-day calendar similar to traditional school calendars. Although the school teachers will operate on a traditional calendar, opportunities for students to learn will exist 24 hours per day, all year long, through the school’s web-based medium.

SWCCCS’ hours of school operation will be from 8:00 am to 4:00 p.m Eastern Time. The students will be eligible to participate in at least 6.5 hours of instruction from trained teachers each regular school day (1,170 hours of instructional time annually). Secondary students will exceed 30 credit hours of instruction. Therefore, SWCCCS will meet or exceed the 180 days/900 hours of instruction time requirement set forth in 1715(A) of the Charter School Law.

School Calendar 2012-13

September 5	First Day of Classes
September 13	“Online Back to School Night” for Parents
November 9 and 10	Parent/Teacher Conferences
November 12	Veteran’s Day- school closed
November 21	Teacher Professional Development Day – no classes
November 22-23	Thanksgiving Holiday- school closed
December 24 - January 2	Winter Holiday- school closed
January 3 & 4	Teacher Professional Development Days- no classes
January 16	Martin Luther King, Jr. Day – school closed
March 16	Teacher Professional Development Day- no classes
April 9-13	Spring Holiday- school closed

May 28	Memorial Day – school closed
June 4	Last Day of School

4. School Accountability:

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

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

The opinions of the school’s students, staff, parents, and college faculty and community members will be sought actively. Students, parents, and staff will be asked to complete evaluation surveys during the fall and the spring of the school year. The information from these surveys will provide valuable insight into the success and shortcomings of our curriculum and program. The CEO and the Board will examine this information. Results will be used to refine our curriculum and make changes to our school’s schedule and educational program at least annually. Students and parents will be apprised of any significant changes to the school in writing prior to the implementation of new plans. An annual survey of the community, focusing especially on our community partners, will also be conducted and the results will be used to make any necessary changes to our educational program.

In addition, students, parents, and community members will be able to send emails with questions, feedback or suggestions directly from the school website or the Learning Management System regarding proposed changes to the school or general commentary. The emails will be collected, logged, presented to the CEO and responded to on at least a weekly basis. The school will also send out a monthly newsletter regarding upcoming events and other issues surrounding life at the school by e-mail and will post it electronically on the school’s web site.

The staff and Board of Trustees of the SWCCCS will use the results of our self-assessment to make changes in the curriculum and policies of the school as needed, and will do a full school program review at least annually. The Board will vote on any changes to the school’s schedule, design or curriculum based on input and feedback from students, staff, parents and community members. The school will make all decisions based on the extent to which that change will increase opportunities for students to master the core skills, knowledge and competencies they will need to succeed in college and in the workforce.

The school will pursue a wide-reaching set of goals that facilitate both the achievement of Annual Yearly Progress (AYP) as delineated in the federal No Child Left Behind legislation and the achievement of a broad range of academic and non-academic skills that address the needs of the whole child. The school will meet or exceed the requirements for AYP as determined by scores on the PSSA tests, student participation in the test, student attendance at the school, technology literacy assessments, equitable student performance, and any other measures the State may impose under the NCLB legislation. SWCCCS intends to meet or exceed the State's goals for AYP in all academic subjects. During the first year, we will establish a baseline that will be used to calculate eligibility for Safe Harbor, should we have students entering the school at very low academic levels.

While the school definitely subscribes to the State's, and NCLB's, requirements for making AYP, we will also develop the ability to measure our progress through a "value added approach", as described by Paul A. Herdman, Nelson Smith, and Harold Doran (2002) in the CFNN POLICY BRIEF "Value-added Analysis: A Critical Component of Determining Adequate Yearly Progress (AYP)". The value added system is useful for assessing the overall quality of the school because it shows how a school is doing relative to where their students are starting from, rather than simply where the school's students are performing relative to students in other schools. A value added analysis can help us to pinpoint what aspects of our program are contributing more and what aspects less to moving our students' academic achievement forward.

SWCCCS will utilize the Pennsylvania Value Added Assessment System (PVAAS) to improve our understanding of student growth related to the PA Academic Standards. The PVAAS will help us to determine how well our school is progressing with our students from their level of academic skill at their point of entry to the school through their time at NLCS. The PVAAS is currently being administered by the Lancaster-Lebanon IU 13. Feedback from the PVAAS system will be incorporated into our annual analysis of student progress. That annual evaluation will help us to gauge the extent to which our students are achieving our stated goals and objectives.

B. The standards for how staff performance will be evaluated

Our teachers and administrators are being asked to do an extraordinary thing- to be leaders for the nation in creating a unique virtual school. They will all have particular roles to fill that will require constant attention and refinement in order to both meet the mission of the school and fulfill all of the legal obligations that running a cyber public school requires. Although it is a new and exciting atmosphere for teaching and learning, the methods of evaluating, critiquing and ultimately improving their performance will be similar to those methods used by more traditional schools.

Teachers will be evaluated formally at least twice a year using an evaluation method, which is conducive to successful communication between teachers and administrative staff. Teachers will meet with the CEO or Principal prior to one of the observations of their online classrooms. The *pre-conference* focuses on what the objective of the lesson will be. After the observation is done a *post conference* is scheduled and a discussion surrounds strengths and weaknesses of the lessons and an area of improvement is agreed upon. A recording of the lesson will be made using the computer's recording capabilities, in order to support a more accurate joint review of the lesson by the teacher and the administrator. An action plan will then be devised for improving the teacher's strategies and approaches to the virtual lesson format.

The CEO or Principal also conducts at least one formal "unannounced observation". A *Classroom Observation Form* will be devised which focuses on communication methods with students (and parents), management of online teaching tools, and the differentiation of instruction for different types and levels of learners. The form will have a checklist for each area and space for additional comments.

At the end of the year, a Teacher Evaluation Report will be filled out for each teacher, which focuses on overall performance in the implementation of the Model of Instruction, Team Work and Collaboration, Interdisciplinary Study, Project -Based Learning, Servicing students with Special Needs, Cultural Infusion and an Inclusive Curriculum. Other areas looked at are Planning and Motivation, Instructional Delivery, Virtual Classroom Management, Working with Students' Parents as Co-teachers, and Professional Development. From this form teachers and the CEO will work collaboratively in devising an action plan of areas in need of improvement for the following year.

If a teacher receives a low rating in a particular category of the performance standards, that teacher will be expected to remediate his or her relative weaknesses with an approved professional development course within six months of the evaluation. Failure to do so may result in the teacher being placed on probation, as determined by the Board. Any teacher receiving an overall "unsatisfactory" rating will be required to remediate his or her areas of weakness through approved professional development. The administration can based on the annual evaluation recommend that the teacher not be renewed for the next school year. If the decision is to renew the teacher then the teacher will create a remediation plan for him or herself, specifying the professional development that he or she will pursue, and will submit the plan to the CEO. The CEO and the teacher will both sign the agreed upon course of action. This signed agreement will serve as a commitment by the teacher to address his or her weaknesses. Failure to complete the agreement will constitute grounds for teacher termination, as determined by the Board.

This system of teacher evaluation is primarily formative, and is focused on improving teaching strategies. This proactive approach to improving teaching will ultimately result in higher student achievement.

SWCCCS non-teaching staff will also be evaluated by the CEO using published rubrics. The CEO will meet with each non-teaching staff member to review his or her self-assessment and the CEO's evaluation. The CEO will then rate each staff member. The ratings will be "exemplary," "satisfactory," or "unsatisfactory" and will be based upon the performance review. The review process for administrators will be the same as described above for teachers. For a further degree of accountability, the CEO will be subject to an annual performance review conducted by the Board of Trustees and will be judged based upon attainment or progress toward the school's stated goals.

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

To be accountable is to be able to respond truthfully and fully about one's actions to someone other than oneself. SWCCCS will be an information-driven school, gathering input from many stakeholders, especially parents, for decision-making. As a virtual school, much of our communication with students, staff and parents will be documented digitally, and archived for later reference. These archives will be used to examine how well the teachers, board and staff members are responding to the concerns of parents. The school will examine parent-teacher and parent-administrator communications at least once each year in order to adjust formal guidelines for communication, if necessary.

The school's Website will be a major avenue for communication between parents and the school. The Website's Web portal, where parents and students must login each school day, will make communication of questions and concerns by parents to the school easy by linking them directly to emails of staff members, and by providing extensive information for parents in the form of frequently asked questions. Also, teachers and administrators will post pictures and other information on the Web portal in order to keep the community informed of the projects that they are currently working on as well as upcoming projects.

SWCCCS will maintain an ongoing dialogue with parents, will continually provide information regarding their child's academic progress, and will provide many opportunities for parents to become involved in decision-making at the school. Through communication with parents, we will strive to become a true community school- run by and for our community.

Informing Parents

Parents will be able to view their child's academic progress in every subject on any given day by logging into our school's Learning Management System. This system shows parents exactly how their child is doing in each subject based on their demonstrated mastery of knowledge in each area, at each level. In addition to the LMS, parents will be provided report cards on a semester basis, with interim reports provided at mid-semester. The report cards will be accompanied by a parent teacher conference, where parents and teachers will discuss (by phone, email, web chat, or online conferencing) their concerns and plans for the child's learning program.

Parents will also be informed of the school's progress as a whole more formally through the school's Annual Report. The school's CEO will present the Annual Report to any parents who wish to have an explanation through an annual online conference. The Annual Report will also be published for the community on the school's Website in easily downloadable form.

Involving Parents in Decision-making

We will begin introducing parents to our school's model, including the school's decision-making and feedback structure, at open houses held throughout Pennsylvania. The school's Website will make clear the lines of communication at the school, and how parents may lodge complaints or make suggestions in order to improve the school. Through our website and electronic mail, we will also establish an electronic forum for the discussion and involvement of parents in sharing ideas and developing solutions. Parents on the Board of Trustees will be directly involved in communicating with the staff and other Board members regarding the services being provided to their children. Parents will have access to all board meetings, which will be well publicized, in accordance with Pennsylvania State Law. Parents will be able to participate formally in the decision-making process of the school by becoming involved in the Parent Advisory Committee (PAC). The PAC will work closely with the school CEO to develop programs for students, and to help bring their expertise to bear on school problems.

D. Our plan for the regular review of school budgets and financial records

SWCCCS is planning to hire a business manager that will assist the school's CEO with setting, managing and overseeing the school's budget. The business manager will work with the school's CEO to provide the following financial documents and statements to the Board Treasurer each month:

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

The Board will review the statements with the CEO and the business manager at each monthly Board meeting. Board members will review any suggested revisions to the budget at each meeting, and will consider taking action on any issue that arises in order to ensure that the school remains in a strong financial position.

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

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

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

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

Access to Education Records

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

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

Amendment of Education Records

To comply with FERPA, SWCCCS will:

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

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

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

Disclosure of Education Records:

To comply with FERPA, SWCCCS will:

- Have a parent's consent prior to the disclosure of education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

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

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;

- The student is seeking or intending to enroll in another school;
- The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
- The disclosure is pursuant to a lawfully issued court order or subpoena; and
- The information disclosed has been appropriately designated as directory information by the school.

Annual Notification:

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

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

The annual notice will also include:

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

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

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

SWCCCS will maintain accurate enrollment records in accordance with Section 1748-A of the charter school law. Enrollment information will be maintained through our child accounting database, and will include detailed information about the child's schooling in prior years and documentation of parents' residence. SWCCCS will notify the school district of residence within 15 days of a child's enrollment in the school using the enrollment Notification Form of the PA Department of Education. Other forms detailing enrollment will also be used, including, but not limited to, PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership. Any disputes over enrollment or residence with a child's school district will be resolved following procedures detailed in Section 1748-A. We will use a state of the art information system similar to PowerSchool that will maintain and track key information regarding student demographics, background, enrollment, and attendance.

The school will maintain in our central student information database the following basic information regarding each student:

- Student name

- Names and addresses of parents or legal guardians
- Residence status of student
- Date of birth
- Sex
- Ethnic code
- Grade level
- Entry code
- Entry date
- Withdrawal code
- Withdrawal date
- Exceptionality code.

G. How student evaluation will be used to improve student achievement and attain the stated learning objectives

SWCCCS believes that every student is capable of becoming proficient in their understanding and use of knowledge in all major subject areas, and we will work to ensure that all students have the best opportunity possible to achieve to high academic levels. Our approach involves creating a learning environment that is truly tailored to each individual student, providing lessons and curricula that are targeted to each of the students’ areas of weakness, and allowing the student to progress according to their particular strengths.

The ultimate goal of our school is to develop our students’ abilities to meet challenging academic standards and be prepared to attend college. Our students will be evaluated using online assessments and unit and chapter tests created by their teachers, in addition to rubrics for projects and performances also developed by their teachers. Because each student must demonstrate mastery of each topic to their teacher prior to moving on to the next topic, the students will be asked to perform on a variety of assessments in a variety of subjects. The large majority of these assessments will be conducted online, including student presentation of their work online. Students will take standardized tests such as the PSSA in fully proctored examination rooms, however.

Regarding the mastery requirement for student progression mentioned earlier, students must demonstrate that they have met their goals through the assessments that correspond to each of their learning topics published in the scope and sequence, that is available through the online Learning Management System. In order to move on to the next topic in the curriculum, students must demonstrate 80% mastery of the concepts and skills identified for that level. Assessments will be graded and in most cases developed by the SWCCCS teachers.

PSSA Testing

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

- 3rd-8th grade and 11th grade Math & Reading Tests
- 3rd, 5th, 8th and 11th Grade Writing Assessment
- 4th, 8th and 11th Grade Science, Technology, Environment, and Ecology field test
- 12th Grade retests in Writing, Reading, and Math
- For students with significant disabilities, SWCCCS will administer the Pennsylvania Alternative System of Assessment in Reading, Writing and Mathematics (as indicated by their IEP).

Student assessment information will be analyzed upon receipt from the State in order to determine our school's and our students' progress relative to the PA State Academic Standards, and the No Child Left Behind law. Results from the PSSA in its respective grades will be particularly scrutinized, as they provide both information on proficiency as well as reference points to other students in their age group. Results of these tests will be reviewed thoroughly by the Board of Trustees, by the administration and by the teachers within two months of their receipt. Information from the school-wide tests will be included in the Annual Report

The school will also use the GRADE and GMADE standardized tests in Mathematics, and reading at all grade levels in the fall and the spring in order to identify areas of strengths and weakness. These will be used in the planning of individualized programs for each student, and for monitoring the school's progress relative to national standards.

The school's faculty will also develop rubrics for assessing student work based on the concepts and skills identified in the school's curriculum scope and sequence. These rubrics will help students, advisors and teachers to identify areas of strengths and weaknesses relative to their learning plan goals. Their rubrics will be evaluated based on how well they have demonstrated "proficiency" in a particular set of knowledge and skills.

Information collected from all of these sources will be examined regularly by the school's staff, and the Board will determine how well the school is making progress toward achieving its goal of preparing students to succeed in college. Based on the feedback from this information, the school may choose to make changes to its model, such as lengthening seminar time, adding additional tutoring support, etc.

I. How student achievement will be improved

Our school will be a data-driven environment, where collection, analysis and evaluation of information about the program will be a constant theme that drives all of our planning meetings. The school will take a comprehensive approach to understanding our progress toward our goals, with monthly staff meetings focusing on understanding and improving performance, culminating in an annual review of progress that result in our Annual Charter School Progress Report. The Annual Report will be developed throughout the summer as data are collected and analyzed, and will be published by August 1 of each school year.

The following table details our plan to chart our progress toward the school’s learning goals and objectives

INDICATORS ESTIMATED BASELINE TARGETS 2012- 2017

<p>Academic Goal 1. Students will develop clear and effective communication skills, (reading, writing, speaking and listening).</p>	<p>PSSA Reading and Writing Language Assessments GRADE Rubrics Running Records DIBELS Harcourt Holistic Assessments</p>	<p>Statewide averages</p>	<p>Meet AYP targets or Improve Percentage at Proficient Level from Baseline by 5% per year</p>
<p>Academic Goal 2. Students will develop creative problem solving and critical thinking skills in the subject area of mathematics.</p>	<p>PSSA GMADE Rubrics</p>	<p>Statewide averages</p>	<p>Meet AYP targets or Improve Percentage at Proficient Level from Baseline by 5% per year</p>
<p>Academic Goal 3. Students will acquire knowledge and skills in the sciences and be able to conduct inquiries using the scientific method.</p>	<p>PSSA Science Rubrics</p>	<p>Statewide averages</p>	<p>Meet AYP targets or Improve Percentage at Proficient Level from Baseline by 5% per year</p>
<p>Academic Goal 4. Students will demonstrate proficient understanding about the political, economic, cultural, geographic, and technological forces, which have shaped the history of the world and of the United States</p>	<p>Portfolios Rubrics Holt Chapter and Unit Tests</p>	<p>Assessed at school opening</p>	<p>Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)</p>
<p>Academic Goal 5. Students will develop an informed appreciation of the arts and participate in their creation.</p>	<p>Portfolios Rubrics Performances Teacher developed tests</p>	<p>Assessed at School Opening</p>	<p>Improve Percentage at Proficient Level from Baseline by 5% per year</p>

Academic Goal 6. Students will learn the essentials necessary for a healthy, safe, and physically fit life.	Portfolios Rubrics Performances	Assessed at School Opening	Improve Percentage at Proficient Level from Baseline by 5% per year
Academic Goal 7. Students will achieve competency in using Technology.	Portfolios Rubrics NETS assessments from Learning.Com	National Average	Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g.,moving Basic to Proficient in 5 years)
Academic Goal 8. Students will demonstrate skills associated with self-directed learning.	Monitoring of LMS	Assessed at School Opening	Student demonstrated proficiency in use of the LMS will increase annually

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

About SWCCCS Rubrics

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

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

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

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

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

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

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

Minimal: Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.

Rubrics at the school will possess the following characteristics:

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

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

Rubric Example
<p style="text-align: center;">-3-</p> <p style="text-align: center;"><u><i>Meets Expectations for a first Draft of a Professional Report</i></u></p> <p>The document can be easily followed. A combination of the following are apparent in the document:</p> <ul style="list-style-type: none">✓ Effective transitions are used throughout.✓ A professional format is used.✓ The graphics are descriptive and clearly support the document's purpose. <p>The document is clear and concise and appropriate grammar is used throughout.</p>
<p style="text-align: center;">-2-</p> <p style="text-align: center;"><u><i>Adequate</i></u></p> <p>The document can be easily followed. A combination of the following are apparent in the document:</p> <ul style="list-style-type: none">✓ Basic transitions are used.✓ A structured format is used.✓ Some supporting graphics are provided, but are not clearly explained.

The document contains minimal distractions that appear in a combination of the following forms:

- ✓ Flow in thought
- ✓ Graphical presentation
- ✓ Grammar/mechanics

-1-

Needs Improvement

Organization of document is difficult to follow due to a combination of following:

- ✓ Inadequate transitions
- ✓ Rambling format
- ✓ Insufficient or irrelevant information
- ✓ Ambiguous graphics

The document contains numerous distractions that appear in the a combination of the following forms:

- ✓ Flow in thought
- ✓ Graphical presentations
- ✓ Grammar/mechanics

-0-

Inadequate

There appears to be no organization of the document's contents. Sentences are difficult to read and understand.

5. School Community:

A. Description of the relationship of our school with the surrounding community

Community Involvement is an integral part of our academic program. We believe that beyond parents being an integral part of the school community involvements also can yield very valuable benefits. Parents, Teachers and Community members working together promote high quality education for children. We will establish school community partnerships as following:

School-Business partnerships can work together to better prepare students for further education and for life as productive members their community.

Engage in community-sponsored activities to better meet the needs of the students and their families. For example, support the health fair that is sponsored by the local hospital, invite community organizations to school events so that the parents are aware of the services being offered.

Develop a mentoring program and recruit members of the community to serve as mentors.

Maintain an ongoing relationship with the local school library. Educate the parents and students on how the school library is a safe and supportive environment for students after school.

Recruit senior citizens and retirees to volunteer in the school.

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

Parent involvement is very important. We believe it is very important to offer as many opportunities as possible for parents to volunteer and provide input to the decision making process. Parents need to feel that they are a part of the culture of the school. In our cyber school, we plan on developing parent support chat rooms so that parents have the opportunity to chat with other cyber school parents.

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

SWCCCS will maintain an open-door policy with its parents and, thus, will provide a variety of options for parents to register complaints or concerns and to ask questions about the school's progress toward its goals. These options include the following: (a) talking with a teacher and/or administrator, (b) sending a comment via the school's website, (c) addressing a concern to the Board of Trustees at the next board meeting. All grievances will be handled expeditiously and diplomatically with the intention of bringing those involved in the conflict to a consensus and a resolution. In matters concerning special needs students (i.e., those with Individualized Education Plans), due process proceeding will be followed in compliance with all applicable federal and state laws.

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

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

SWCCCS will support student involvement in a wide range of activities that are outside of the curricular scope of the school. We will use these activities and connections to promote student involvement in extra-curricular activities such as community building, community improvement, and cultural festivals that will enhance their learning and help to develop their social skills.

Our families will work with the Home/Community Coordinator at the school to arrange school-sponsored and independent field trips to museums and other locations that coincide with the students' academic learning throughout the year. The Home/Community Coordinator will provide information on activities and events and how they connect to the students' curriculum. The Home/Community Coordinator will also work with the students' local communities to connect the families with resources in the local area that will facilitate growth in extra-curricular areas such as sports, art, music, and theater. The Home/Community Coordinator will work with those local organizations to try to negotiate special pricing for our students.

School-sponsored field trips will be made available to parents and students throughout the state, paid for by the school. These trips will be to sites of educational, historical or social value, and will connect the students and parents who otherwise might not have many opportunities to meet face to face.

If sufficient numbers of students in particular areas of the state are interested in forming an athletic team, we will petition the state to become part of the Pennsylvania Interscholastic Athletic Association. Our students might also participate in activities of the charter school athletics association

B. Agreements to be entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district

SWCCCS will attempt to work with local school districts throughout the state to arrange for students to participate in extra-curricular activities in that district. These activities might include sports, arts, debate, reading clubs, or any activities that local school districts might offer to their residents.

5. Technology Support:

A. Description how our 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

In order to create a school that truly supports a multiple World language program for our students, it is essential that our students participate in a community where they can practice their listening, speaking and writing in languages. In order to achieve this in a home-learning environment, we will use the technology to provide interactive distance learning for all of our students, as described by Jan Yates (2003) in Interactive Distance Learning: A Handbook of Possibilities. We will use both real-time and “delayed-time” instruction with students, providing access of parents and students to lesson plans, curricula, online lessons, interactive “virtual classroom” session, online assessments, on-line tutoring, and an on-line learning management system that helps them to make the most of the paper- and computer-based curriculum materials that we have provided for them.

Students will use materials that will be sent to them in the mail, to study off-line, and to participate in on-line lessons taught in real time by teachers using interactive whiteboard software with audio-visual capabilities, and in asynchronous lessons that students can access through archives of exemplary lessons that are videotaped and taught by master teachers with regular classrooms of students. This combination of real-time and asynchronous lessons, as well as the ability to connect with traditional classrooms using the same curriculum and learning materials, will provide an extremely valuable set of resources for students. Students will be able to access resources based on the level that they need most practice in, as determined by their parents and teachers through the online learning management system.

Teachers will teach “virtual classes” at particular times, during which time students may participate or not, depending on their schedules or their particular needs. If a student has learned the geometry

section of their 3rd grade curriculum, for example, and that is the day's virtual lesson, they may spend the time reading or learning another lesson, either at a higher level or in another area, either in real-time or through the school's archives.

B. How we will improve student achievement through effective uses of technology

In an extensive review of studies of the impact of technology on student achievement, John Schacter of the Millken Family Foundation states that technology is most useful for learning when it is designed to meet particular educational objectives for a particular learning program (Schacter, 1999, *The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say*, Millken Family Foundation). SWCCCS has designed its technology with this idea in mind, to support our central mission of providing a computer-supported multiple language cyber school that prepares all of our students to meet high academic standards while enabling fluency in at least two languages.

In order to create this unique program, we will draw on the particular power of computers and the Internet to do several things:

- 1) to assess and track student learning for accurate, on-going diagnosis of strengths and weaknesses;
- 2) to provide access of students to board-based communities of students;
- 3) to deliver curricular materials to students and parents;
- 4) to connect students and parents to archived lessons across the curriculum;
- 5) to provide access to the Internet's vast information resources;
- 6) to provide access to visual and multimedia learning tools;
- 7) to provide interactive distance learning instruction for students in virtual classrooms;
- 8) to provide a supportive community of parents to help them to assist their children with learning at home;
- 9) to connect students with one-to-one tutoring in areas of need;
- 10) to assist teachers and parents with managing curriculum lessons and related assessments;
- 11) to connect teachers and administrators to support data-driven instruction;
- 12) to connect parents and teachers to support student learning across the curriculum;
- 13) to connect parents and students to providing a "brick and mortar" environment to support the cyber classroom; and
- 14) to connect parents and students with community resources to enhance their learning.

These things will be accomplished primarily by providing a secure Web portal through which students and parents can connect with the vast array of resources provided by the school. The portal will provide connections to interactive distance learning classes on a regular school day schedule, archived lessons of classrooms teaching particular topics, diagnostic and unit assessments, connections to staff and other parents and students in the community, the school's learning management system that details lesson plans for the entire curriculum, the student and parent handbooks, and suggestions for improving learning strategies.

The school will operate a regular schedule of online classes taught by teachers at particular times during the school day, in which students can log in and participate. Some of these classes will be mandatory for the students enrolled. Additional elements will be added to the school's Web Portal and computer-based tools as it becomes evident just what types of instruments will be most beneficial to the parents, teachers, administrators and students.

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

The school will provide extensive technical support to parents, teachers, and other staff members to ensure the continuous operation of the school's hardware and software. Technical assistance professionals will be available by toll-free number, by email, or web chat from 8 am to 6 pm each school day, and from 9 am to 1 pm on Saturday and on Sunday. Every student's computer will be formatted in exactly the same way, and that formation will be controlled centrally by the school's technicians. Off-site technicians will have the ability to "see" each computer's files, and reload essential components if necessary. Problems that cannot be fixed remotely may be addressed by our on-site, traveling technicians who will make "house calls" to repair hardware or software problems. If a problem cannot be fixed by either of these mechanisms, a new computer with new software will be shipped out immediately to replace the broken hardware or software.

If parents or students have hardware or software problems related to a particular piece of hardware or software, they will be directed to that particular company's technical support for assistance. For example, a problem with an IBM computer's DVD drive will be directed toward IBM technical support. All parents and students involved in the school will take part in computer training directed by our school technicians before working with the learning management system or the supplied hardware or software.

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

SWCCCS will maintain the highest level of security for student data, in accordance with FERPA. All student data will only be accessible with school-issued passwords and User IDs. Access to student data will be restricted only to those needing to know that particular information. All information will be kept secure in our student information system, which will be maintained on an on-site server. Access to the learning management system for the school will also be restricted by school-issued user IDs and passwords. All students and parents will be required to sign an acceptable computer use policy prior to using the Learning Management System. Violations of the acceptable use policy and/or disruptions of unauthorized access of student records by students or parents may result in suspension or expulsion.

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

Taking someone else's work and representing it as one's own is becoming so widespread that it is now commonplace among America's students. For example, a 1999 survey by USA Today found that 80% of "high achieving" students admit to cheating, and 51% of high school students do not believe cheating is wrong. A 2001 study by Donald McCabe of 4500 high school students 72% admitted instances of cheating on written work (McCabe, D. L., & Trevino, L. K. (1996). "What we know about cheating in college: Longitudinal trends and recent developments." *Change*, 28(1), 28-33). The rapid spread of data and information on the Internet has led to a huge growth of copying of the work of others for representation as one's own. Many students are not aware of the difference between their work and the work of others, or the need to properly attribute work to particular sources. We believe that it is absolutely essential that our students be taught early, often and well what constitutes their own work, how to properly cite the work of others, and the consequences of cheating and plagiarism to their current and future lives.

All students and parents will be required to participate in an orientation that stresses the importance of students completing their own work in all aspects of the program. This includes tests, quizzes, papers, projects, online discussions, class participations, and any other work that the student is required to complete as part of their grade and participation in the school. We will partner with CyberSmart! to educate parents and students about plagiarism and cheating in a cyber environment <http://www.cybersmartcurriculum.org/home/>. Our teachers will use the CyberSmart! curriculum to teach their students the best ways to use online resources in a legal and ethical way. Each student will be required to sign a pledge that the work that they provide to the school is indeed their own work that they have produced.

Some tests that are given by the school must be formally administered by the school and fully proctored. These include standardized tests, such as the PSSA tests. All of the PSSA tests and other standardized tests such as the GMADE and GRADE will be administered in groups at locations chosen by the school that will be convenient for the parents. Parents must agree when they sign up for the school that they will bring their children to these locations in order to participate in the formal assessment. These exams will be proctored by staff of the school in accordance with the requirements of each standardized test.

F. Description of the equipment such as hardware, software, and Internet connections to be provided to students

SWCCCS will provide all of the computer hardware, software and Internet connections needed to allow all students enrolled to fully participate in the school. The school will provide each family a stipend for the Internet connection recommended by the school, or with reimbursement for their current internet connection, on the discretion of the school. SWCCCS will furnish either a laptop or desktop computer for student learning to each family- including one computer for each student if the family expresses in writing that they wish to use more than one computer. The

computer will be pre-loaded with Microsoft Office Suite, an Internet Browser such as Mozilla Firefox, an encyclopedia program such as the children's Britannica and either Inspiration or Kidspiration software. The family must agree to allow the school to regularly update and configure the software on the computer in order to best support the school's learning tools. Where possible, the school will pay for at least high speed DSL service for each family.

For families that are economically disadvantaged, the school will pay the cost of their telephone line as well, based on a completed financial hardship application.

Computers supplied to the families will be at least capable of running the latest version of Windows Vista, and will possess a DVD read/write drive, video camera and microphone for teleconferencing. The school will also provide a printer with each computer. These computer systems and materials are the property of the school and must be returned when the student leaves. Computers and printers will be replaced at least every 3 years with new systems. The school will supply technical support and troubleshooting for these systems (See section I.7.E. above).

II. NEEDS ASSESSMENT

1. Statement of Need:

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

America is facing a potentially huge educational crisis, as many schools and school districts are finding themselves unprepared to address the many needs of their students at all levels. Parents have lost confidence in many of the local school districts and their ability to successfully push for higher achievement and academic standards for the community. This is the reason why our Founders are proposing to create a unique cyber school- the Solomon World Civilization Cyber Charter School- to address the great need for a high-quality dual program to serve the students and their families across Pennsylvania in a way that in the “cyber” world is a different as it is based on a concept that integrates the cultures, history and foundations of two of the world’s most powerful cultures in light of their historical and present contributions to our civilized world.

We believe and are committed to the proposition that a partnership between the parents, the community, the students and our school can help develop a strong learning ethic which will result in huge educational gains for our students. The cross between a cyber-environment with maximum “bricks and mortar” options in our hybrid solution will, in our opinion provide a safe and extraordinary experience for our students.

B. Why our cyber charter school model is an appropriate vehicle to address this need

The founders of SWCCCS are proposing to create a multiple-language and cultural model virtual school that will serve students and their families across the State of Pennsylvania. As many parents choose the best educational option for their children, a growing number of parents are choosing to educate their children at home. While some cyber schools are trying to accommodate students with differences, this school is specifically designed to serve those students and raise their academic achievement. We believe that his type of school is needed across the State. This cyber school model will enable our school to use research-based educational techniques to boost academic achievement of our students wherever they may be in Pennsylvania.

The cyber school model is appropriate for serving families needing our unique program not only because of its geographic reach, but because it incorporates some features that would be very difficult for a traditional school to create. These include developing an expanded support community for parents and students that can assist with academic development and social integration, and the ability to access and review model lessons that will greatly enhance our students’ ability to examine and understand key academic lesson objectives. The ability to continually access and review model lessons across grade levels will help not only the students, but also the parents to develop their reading, writing and listening skills.

One of the main jobs of the Home/Community Coordinator will be ensuring that our parents are connected with other parents so that they may better help their own children complete their academic work and homework. Teachers will help their parents to identify areas where they may

need assistance helping their children to learn the curriculum. Those parents will then be paired with other parents and other students, who may reside close by or on the other side of the state, in order to work together to assist their child’s learning. This method has already been proven to work in other charter schools, but will be much easier in this type of school where the community all has access to the same tools.

2. School Demographics:

A. Enrollment projections for each of the first five years and our ultimate enrollment goal and the grades to be served. The number of students expected to be in each grade.

In its first year of operation, Solomon World Civilization Cyber Charter School will serve 400 students in grades 7-10. The school will add 200 students and additional grades annually until the school reaches a projected student population of 1,200 in Year 5, when the school will be a K-12 institution. In order to enter the Kindergarten class, students must be four years, five months old by September 1 of the enrollment year and beginners must be five years five months old.

SWCCCS recognizes that at this time, the exact allocation of student population is impossible to predicate. A conservative estimate was made to budget for the first year opening with 400 students. Our efforts to date indicate that we can enroll more than this number and anticipate that SWCCCS will not fall below the budgeted number of students. However, we recognize that other factors could cause the enrollment to be lower at any given time, and we believe that we can adjust our budget accordingly should the need arise.

An estimated projection of the breakdown of the students by grade and year of operation is provided in the table below. As can be seen by the chart, it is our intention to serve the middle and high school students first. As we expand to serve the students leading to a high school diploma, we will also begin to reach backwards to ultimately serve a K-12 population by the fifth year of our operations. We recognize the immediate need to address the educational concerns of parents and students who are in the middle and upper grades as they are at the crucial age when decisions must be made about what their educational future will bring. For many students this is their most vulnerable time and it is the belief of our founding coalition that the need to provide them with a viable option is even more important

Please review the projected enrollment pattern that we propose to follow once we are chartered:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	X	X	X	X	50
1 ST grade	X	X	X	X	50
2 nd Grade	X	X	X	X	100
3 rd Grade	X	X	X	100	100
4 th Grade	X	X	X	100	100

5 th Grade	X	X	100	100	100
6 th Grade	X	100	100	100	100
7 th Grade	100	100	100	100	100
8 th Grade	100	100	100	100	100
9 th Grade	100	100	100	100	100
10 th Grade	100	100	100	100	100
11 th Grade	X	100	100	100	100
12 th Grade	X	X	100	100	100
Total	400	600	800	1,000	1,200

B. The community where the school, particularly the administrative office will be located

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

SWCCCS will focus on areas that have high minority populations; a population that has been underserved by cyber schools in the Commonwealth. As the numbers of minority students grow in Pennsylvania, it is becoming increasingly important that everyone be provided an equal opportunity to a quality cyber education. Initially, the main school building and administrative offices will be located at 1225 Vine Street, Philadelphia.

C Why this location was selected

This site was chosen for numerous reasons. The first reason is the site is easily accessible by public transportation, and is outfitted with appropriate technology infrastructure. Also, the building owner has agreed to allow SWCCCS to use the facility for administration purposes until SWCCCS is awarded a charter and locates a more suitable facility for administrative purposes..

SWCCCS will continue to review student demographics as to when and whether we need to open regional offices to service our families’ needs. However, it is our plan to lease space in all of the IU buildings as necessary to support the students.

The student group targeted for the SWCCCS program will be ethnically diverse. Because of the cultural and ethnic diversity we will be providing instruction in the languages of the selected world civilizations, i.e. Hebrew and Chinese

3. District Relations/Evidence of Support:

A. Evidence that our cyber charter school has the sustainable support to operate.

Through out this application, the ability and experiences of the founders to operate a successful charter school is highlighted. For a four-week period, the founders circulated a mission

statement and obtained signatures of parents or guardians of about 200 children who are interested in a cyber education. The support signatures can be found in **APPENDIX E**.

B. Efforts made to notify the district(s) from which your charter school would draw students

SWCCCS founders have notified the School District of Philadelphia (SDP) of our intention to submit a cyber application and is planning to notify the additional 500 school districts indicating our plans to apply for a cyber charter to open in fall 2009. A copy of the letter addressed and sent to SDP is found in **APPENDIX G**

C. Efforts to maintain a collaborative relationship with school districts

The letter referenced above indicated the desire of SWCCCS to maintain a collaborative relationship with the School Districts. In addition, the founding members recognize that communication between the school and the District is crucial to maintaining a positive relationship. SWCCCS will maintain open lines of communication between the school and the local school districts.

The founders plan to maintain an outstanding and collaborative working relationship with the School District of Philadelphia from where it is expected we will draw many of our students as well as the school districts throughout the State of Pennsylvania.

D. The scope of community backing for the proposed charter school and its founding coalition

SWCCCS' founders believe that the key to a successful charter school is community support. However, this support must be stronger than individuals merely agreeing to sign a petition in support of the school. A successful school requires individuals and community organizations willing to invest in the school. This investment includes parents who intend to enroll their children in the school, community members interested in volunteering in the school, and community groups interested in partnering with the school financially, programmatically, or otherwise. See **APPENDIX E** for this documentation. As the chartering process continues, SWCCCS will seek to establish additional partnerships with schools and the community.

III. GOVERNANCE

1. Profile of Founding Coalition:

A. 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

The founding coalition is comprised of a diverse group of professionals and parents with expertise in the areas of business, K-12 education and youth development, higher education,

online learning, law, community development and outreach, and public relations. They have brought their many talents and experiences together to develop the Solomon World Civilization Cyber Charter School. Resumes for founding members can be found in **APPENDIX D**. We would like to acknowledge the contributions of two of our founding committee for their special contributions to this effort. They include:

Michael Whisman, CPA

Michael is licensed as a Certified Public Accountant (CPA) who has represented charter schools since the inception of the PA Charter Schools Act of 1997. Michael's introduction to charter schools began in 1997 when he served as the auditor for the first school granted a charter in Philadelphia. At this time, he was a manager at a national public accounting firm where he specialized in providing auditing and consulting services to charter schools. Michael's list of clients included Charter Schools in Pennsylvania, Arizona and Washington D.C. In 2004, Michael co-founded Charter School Choice (CSC). Since 2004, CSC has become know state wide as the leader in providing business and consulting services to charter schools in the PA. Currently, CSC services over 30 charter schools. Michael has testified numerous times on the topic of cyber charter school funding at the Commonwealth of Pennsylvania- House of Representatives- Committee on Education. Michael is very much committed to the success of the charter school movement.

Harold Kurtz, EdD

Dr. Kurtz holds an Ed.D. in Administration from the University of Pennsylvania, where he studied administration, curriculum and reading. He received his BS from Temple University in Business Education and his MS in Education from Temple. He has been a teacher in a High School, an Elementary Principal and as Superintendent of Schools. Since 2000, he has helped to design and establish more than 20 charter schools across the country. He has personally written and helped open 7 charter schools in Pennsylvania in the last 3 years. Dr. Kurtz is committed to designing the school's learning plan, academic accountability plan, governance training, administrative mentoring and curriculum.

B. 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. How community groups were involved in the charter school planning process

Although no formal partnership arrangements have been made with existing schools, educational programs, businesses, or non-profits, we have worked successfully and extensively with various businesses and local community organizations to support this process.

See **APPENDIX E** for Letters of Support and Partners etc

C. Plans for further recruitment of founders or organizers of the school

The founders hope that as the charter process continues, more community meetings are held and more partnerships are sought, more individuals and organizations will join the founders and bring their varied experiences with them.

2. Governance:

A. Description of 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.

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

B. How the Board of Trustees will be selected

The founders will select the initial Board of Trustees no later than one month after charter approval. Subsequently, the Board of Trustees selection process will be as indicated in the By Laws.

C. Steps to be taken to maintain continuity between the founding coalition's vision and the Board of Trustees

It has been the experience of the founding coalition that the key to maintaining long-term continuity between their vision and the Board of Trustees lies in board development and orientation. Initially, founders will manage the Board recruitment process and convey the school's mission and the individual expectations for Board members to all candidates. Newly recruited Board members will enter with a firm understanding of the school's mission, the founding coalition's vision, and their role within the Board. A formal orientation program at the beginning of each new term will also serve as a forum for founders to articulate their vision to the Board while allowing an opportunity for new and old Board members to merge into an effective team.

D. Description of the roles and responsibilities of the Board

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

As indicated in the By Laws, the broader roles and responsibilities of the Board of Trustees are:

- a. Sign a written charter with the PA Department of Education;
- b. Establish and maintain policies governing the operation of the School;
- c. Approve the appointment of a chief administrative officer;
- d. Adopt the School calendar;
- e. Adopt textbooks;
- f. Adopt courses of study;
- g. Appoint or dismiss school administrators or staff members;
- h. Adopt the annual budget, and conduct an annual independent audit of the School's finances;
- i. Buy or sell land;
- j. Locate new buildings or change the location;
- k. Create or increase indebtedness;
- l. Designate depositories for school funds;
- m. Enter into contracts of any kind where the amount of the contract exceeds five hundred dollars (\$500);

- n. Enter 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.
- o. Determine compensation and terms and conditions of employment of administrators, teachers and other employees of the School.
- p. Expel students.
- q. Enter into grants with Department of Education.

E. Steps to be taken to facilitate a productive relationship between administrators and teachers

Just as it is expected from the students, SWCCCS administrators and teachers are expected to reflect on how their decisions affect themselves, their peers, and the students. Teachers' opinions will be a valuable part of the school decision-making process. The CEO will hold weekly staff meetings to discuss such topics as goals and objectives, professional development, curriculum development, performance appraisal, and other matters of relevance to the school.

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

Teachers, parents, and students will certainly be involved in the governance and oversight of the school. Having an open door leadership policy and a belief in moral, collective leadership will help create the foundation of such involvement. Examples of involvement in the governance are:

- Sharing the vision with families and teachers and using that as the basis for making governance decisions.
- Having open Board Meetings on a monthly basis.
- Creating multiple ways for members to give feedback (open door policy, open board meetings, written feedback, good communication with entire school community).
- Participation on the Board. A parent representative on the Board will be the Board liaison to the parent group. The representative will communicate parent's needs to the Board.
-

G. Copies of the school's Articles of Incorporation and By-laws,

A draft of the by-laws of the Solomon World Civilization Cyber Charter School is included in **APPENDIX B**.

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

Board members' names are listed below. Their resumes are included in **APPENDIX D**

We will continue to recruit additional members to serve on our Board of Trustees. The following founders have agreed to potentially serve as members of the Board of Trustees after we receive our charter:

Steve Mac
Stephen Crane
Jerry Hecht
Charles Kahn Jr.
Mabel Chi Chan

I. Submit copies of the school's management contracts, if any
SWCCCS has not entered into any management contracts.

IV. FINANCE AND FACILITY

1. Financing:

A. The preliminary startup and operating budget

Copies of SWCCCS's startup and operating budget are attached to this application as

APPENDIX C

Included in these forms are:

- Operating Budget – 5 year budget using PDE account numbers
- Operating Budget for Fiscal Years Ended 2013-2017
- General Assumptions to the Operating Budget (5-year)
- Year 1 Cash Flow Projection
- Worksheet for Each Budgeted Year Including Employee and Related Benefits

B. Development of a purchasing procedure that addresses a competitive way to purchase goods and services

The purchasing procedures of Medical Academy Charter School will comply with Section 1725-A of Charter School legislation. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees will approve the financial budget and financial procedures. The School anticipates engaging an independent Business Manager to provide the School with “back-office” and fiscal management services. The Business Manager will oversee the school's financial system and ensure that budgets are itemized according to the Board's requirements.

The school administration will be authorized to spend up to \$500 for any single transaction. Expenditures from \$500 to \$5,000 will be permitted when allocated funds are available in the budget category and the school administration and Business Manager will sign off on these expenditures. The Board Treasurer will check to ensure that competitive bids have been entertained where appropriate. Expenditures over \$5,000 must receive prior Board or Executive Committee approval. The Business Manager or school administration will report on the financial status to the Board of Trustees at each meeting of the Board. The Board will develop additional procedures as the need arises.

C. Fund raising efforts and plan to generate additional funds to supplement the school

The founders recognize that a successful fundraising campaign is necessary for the long-term financial viability of the charter school. To date, no fundraising has occurred. When the charter is approved, the administrators will apply for funding through grants and from organizations and foundations. To be conservative, the budget includes zero fund raising dollars.

D. 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 Trustees of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of 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.

SWCCCS agrees to implement the following policies and procedures as defined above. Specifically, the following are examples of the proposed financial procedures the charter school will follow:

Budgets

No later than 90 days prior to the beginning of each fiscal year (July 1), the school administration and business manager will prepare and submit to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year.

Each Proposed Operating Budget will set forth all of the revenues that the school anticipates will be received, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the school, both (1) during the ensuing school

year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each

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

Financial Statements

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

Audit

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

Operating Account

The CEO will establish, at the direct of the Board and on an agency basis for the School, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The CEO will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll,

and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the School. The Operating Accounts shall be used exclusively in connection with the operation of the school.

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. Descriptions of and address for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements

Initially, the main school building will be located at 1225 Vine Street in Philadelphia. The owner of this site has agreed to allow SWCCCS to use the facility for administration until SWCCCS is awarded a charter and then provide a long-term lease for this facility. See Letter of Intent in **APPENDIX I**

Once chartered, SWCCCS will seek additional facility options. With the state-wide Intermediate Units to provide space as needed based upon our enrollments.

B. How this facility is suitable for our proposed cyber school

This facility served for many years as the site for the Career Academy School. It has many classrooms and complies with the various applicable building codes and is accessible for individuals with disabilities.

The site is accessible by public transportation, and is outfitted with appropriate technology infrastructure. Also, the site currently contains a use permit that allows for a Charter School.

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

The budget for SWCCCS includes an allocation for a full-time custodian staff and related supply costs. The custodian staff will be responsible for the cleaning of the common areas, cafeteria and offices. All staff will be expected to maintain the areas in which they work. We will develop a sense of responsibility among our staff by requiring them to leave their spaces as clean or cleaner than they found them.

D. Progress towards the future acquisition of a facility/land

As discussed above, once chartered, SWCCCS will seek additional facilities as needed, wherever needed to serve the students throughout the state.

E. Describe facility-financing plan

The owners of the above facility have agreed to provide the initial financing needed to prepare the facility for our use. The necessary debt-service is indicated in our budget document.

3. Liability and Insurance

A. Proposed insurance plan

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)

The founders are very familiar with the liability and insurance as required by school law.

For health and related insurances, the founders will contact BMC Benefit Services, a leader in providing health care benefits to Charter Schools in the Commonwealth. Their knowledge of the legal requirements relating to health benefits will ensure that SWCCCS is in compliance. SWCCCS will provide appropriate medical and dental coverage to all full-time employees. Coverage shall be, at minimum, comparable to coverage provided to employees of the School District of Philadelphia. For all other insurance coverage, SWCCCS contacted Mr. Mark Hoffman from the brokerage firm of Hoffman Associates. This firm currently represents two of the operating charter schools in the Commonwealth. An estimate will be obtained from Mr. Hoffman after we receive our approval.

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

4. Child Accounting

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

Students will be required to follow the school calendar, which will include a minimum of 180 days of instruction. Students must log on at a designated time each day. At the end of each day, the responsible individual fills out an attendance log that includes all work completed (both online and offline) and time spent on task. Additionally, teachers contact the responsible adult on a regular basis, and will verify their log of student work. Records are maintained at the school office. Teachers and school administrators review attendance logs on a regular basis to determine that student are on track to complete the 900 hours (for elementary grades) and 990 hours (for secondary grades) and at least 180 days of instruction. The assigned staff must be provided with a satisfactory written explanation for any absence from the regular school calendar day. Justifiable absences include those due to illness of the student, death in the family, medical or

dental appointment, observance of a religious holiday, or other reasons acceptable to the CEO. Students must attend 8 hours per day for the 180 days that are listed on school calendar approved by the School Board. Failure to attend will result in charges of truancy or unexcused absence that can ultimately result in dismissal. In such cases, the student is offered the opportunity to appeal the decision. If the student prevails in the due process procedure, the school will reinstate him or her. Students who do not attend for 3 days in a row without excused absences will be reported as truant to the child's home school district via email and U.S. mail.

Enrollment

SWCCCS will implement a system for maintaining student enrollment information as required under 1748-A of the Charter School Law (Act 22 of 1997). Specifically, the charter school will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education. Additionally, the charter school will use a student information software system to track enrollment data to make-sure that our enrollment figures are always up-to-date, reflecting new students and any withdrawals.

Attendance

Students will be expected to log onto the web portal each day during a specific time frame designated by the school administrator unless otherwise directed by the teacher or as a result of other programmatic experiences underway. If a child does not log on without prior notice, every attempt will be made to contact that child's parent or guardian to seek an explanation. The school will follow the "attendance" guidelines set forth in 24 P.S. § 13-1333 regarding unexcused absences. The student information software system will be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the parents.

School absence policy guidelines are as follows:

1. The school must be notified by the student's parent or guardian when the student is absent. The parent must indicate the reason for the absence and indicate how long the student will be unable to attend lessons. A doctor's note will be required for 3 or more consecutive illness-related absences.
2. School absences are excused for the following reasons:
 - Illness as indicated by the parent or guardian
 - Illness as indicated by a physician including hospital stays
 - Health-related appointments
 - Serious illness or death in the family
 - Quarantine of the home

- Observation of religious holidays
- Required court appearances
- Other emergencies approved by the school administrator

Truancy

The student will be considered truant after 3 consecutive days, 7 non-consecutive days per month, or 15 school days in a school year of no contact between the student's parent or guardian and the school. The school will make every attempt through email and phone calls to make contact with the child's parent or guardian for a lawful excuse as indicated in accordance with Section 13-1332 of the Public School Code. The school will notify the student via telephone or email to indicate the violation and further actions that may result. The student's sending school district will be contacted via email and U.S. mail to indicate the student's truancy in compliance with 24 P.S. § 13-1333.

V. ADMINISTRATION

1. Recruiting and Marketing Plan:

A. How we will publicize the cyber charter school to attract a sufficient pool of eligible applicants

SWCCCS will benefit greatly by its association and relationships with many of the Chinese and Hebrew organizations in Pennsylvania. We have enlisted them to participate in the recruitment of students for our school. In addition to publicizing the new cyber school to the thousands of parents and community members that are currently associated with our “brick and mortar” schools, we will promote the school through our website, and advertise in targeted newspapers throughout the State. We will also promote the school on selected radio stations throughout Pennsylvania.

B. Type of outreach that will be made to potential students and their families

Our school is designed to serve students who want or need the option to learn at home, in an academically challenging, computer-supported program and who want to become fully prepared for additional post-graduate educational programs by the time they graduate from high school.

In addition to directly purchased advertisements, press releases, and public service announcements, SWCCCS will create informational handouts, brochures, and a unique website that fosters contact with the school’s staff and founders. The school will also develop a direct mail piece describing the school’s mission and vision and distribute it throughout the Commonwealth of Pennsylvania.

2. Admissions Policy

A. The admission methods and eligibility criteria we will use to select our students

Admissions Policy:

All resident children in the Commonwealth will qualify for admission to the Solomon World Civilization Cyber Charter School in compliance with the provisions of § 17-1723-A of the Pennsylvania Charter School Legislation.

All prospective students must meet the following Eligibility Criteria:

- Eligible participants will be those students who have expressed interest in learning in a diverse academic program enriched by the culture, languages and history of two of world’s most influential cultures.
- Eligible participants will provide evidence from the feeder school of his/her present grade assignment.
- Preference will be given to students who are children of a teacher, administrator, or staff member of the Solomon World Civilization Cyber

Charter School, or are siblings of students currently enrolled in SWCCCS. Enrollment preference will also be given to children of people directly involved in founding the charter school.

Admissions Requirements:

- Complete an application for admission: this will be a traditional application form that contains basic student data (name, parent and/or guardian, contact information, current school attending if any, etc.) as well as a place for parents to indicate if they have another child enrolled in the charter school.
- The parents will submit proof of birth date.
- Proof of Residence
- Comply with all health and immunization requirements. If the student is not registered in a school district, his/her parent must present a medical clearance.

Additional expectations:

- Parents will present a written statement of assurance, which states that, the student and student's parents have elected to be involved in our program because of the special emphasis in world civilizations.
- Parents will provide a written statement of assurance with states that he/she will commit to provide support to help his/her child to succeed in school, and commit to participate in at least two- (2) parent virtual personal development and leadership workshops provided by the Solomon World Civilization Cyber Charter School.
- Students and their parents or guardians must attend the online orientation sessions to become more familiar with the school mission and develop enough criteria to commit to the Solomon World Civilization Cyber's purpose.

B. Administrative procedures to ensure compliance with Special Education laws

The founders are keenly aware of the need to ensure that all students who apply are accepted. To this end we are totally committed to keeping the process open and in compliance with all special education requirements for acceptance. The school will only conduct IEP screening or ask for IEP plans after the conclusion of the admissions lottery. See **APPENDIX J** for special education policies

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

Solomon World Civilization Cyber Charter School will use the following timetable for admitting students.

TIMETABLE FOR ADMISSION TO SWCCCS

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

Modifications to this timetable may be necessary in the first year depending on the date that SWCCCS is notified about its approval. Applications will be made available one week after the charter school is officially approved. Enrollment will be completed for the following academic year at one month prior to the opening of the school.

Plan for Admission Lottery for Students:

If more students apply to SWCCCS than the number of enrollment slots available in the school, then the students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the Solomon World Civilization Cyber Charter School. Exceptions to the lottery will be made for those children of a teacher, administrator, or staff member of the Solomon World Civilization Cyber Charter School, siblings of students currently enrolled in SWCCCS, and children of people directly involved in founding the school. All eligible students who are not granted such preference must enter into a lottery, according to the students’ age and grade by a process of computerized random selection.

D. How these policies further the mission of the school.

The Solomon World Civilization Cyber Charter School will not discriminate in its admission policies and practices on the basis of race, gender, national origin, status as a person with disability, religion, political views or sexual preference. Furthermore, Solomon World Civilization Cyber will not discriminate on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, or any other basis that would violate the students and parents’ civil rights.

The Solomon World Civilization Cyber Charter School will not discriminate in its admissions policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district. Also, the school will not discriminate in

its admissions policies on the basis of race, sex, color, national origin, ethnic origin, religious beliefs, or political affiliation.

The school's admissions policy has been reviewed by legal counsel who has stated that the policy promotes the school's biliteracy mission without discrimination based on any of the criteria above. Legal counsel has indicated that the admissions policy complies with Section 1732-A and all other aspects of the charter school law.

3. Human Resource Information:

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

SWCCCS will recruit and retain highly qualified teachers, administrators and other staff members who are dedicated to the school's mission to assist every student to achieve high academic standards in an atmosphere that facilitates biliteracy in all of our students. Our staff members will have demonstrated experience working with diverse learners and their parents. All of our teachers and administrators will be proficient in the use of technology as defined in the International Society for Technology Education's National Educational Technology Standards for Teachers and for Administrators (see the ISTE NETS website

http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/NETS_for_Administrators.htm)

The Board of Trustees will develop a Human Resources plan that will begin with the selection of the CEO position. We will utilize the services of educational consultants to support this process. The CEO is the most important position in the school, as he/she is primarily responsible for recruiting, retaining, training, and inspiring the other highly qualified staff members in order to meet the school's mission. The school's initial CEO will be a Pennsylvania certified School Administrator. Prior charter school experience will be considered a plus. Through the existing cyber and the bricks and mortar network of connections throughout the state and nation, through local news media and through the Charter Friends National Network, the Board and CEO will recruit highly qualified professionals to lead this new cyberschool.

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

CEO Qualifications

Educational and Experiential Requirements

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

The CEO must be capable of:

Understanding and complying with all aspects of charter school law, including the Sunshine Act;

Managing instructional affairs;

Operating the day-to-day administration of the school;

Serving as liaison between parents, community, state, government, higher education institutions and students;

Supervising and evaluating the faculty;

Scheduling;

Hiring;

Coordinating and determining needs for professional development;

Ensuring that resources are adequate to meet student needs;

Keeping the school on track to meet achievement goals; and

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

Home/Community Coordinator Qualifications

Educational and Experiential Requirements:

The Home/Community Coordinator must have at least a Bachelor's Degree in Communication, Education or a related field. Home/The Community Coordinator must have experience working with educational agencies and organizations outside of schools, and must have experience working with the diverse communities.

The Home/Community Coordinator must be capable of:

Fostering dialogue among diverse groups of parents and community organizations

Coordinating social events that support the educational mission of the school for parents and students across the state

Traveling to sites across the state to meet with groups of parents, teachers and students

Conveying and translating messages between the school's staff and parent community

Communicating effectively in a virtual environment

Providing staff development regarding working in a virtual school environment as well as in their own communities

Developing educational opportunities for students with outside agencies and institutions,

Identifying projects for students with organizations that wish to provide learning opportunities for students, and organizations and neighborhoods that need help from students in order to improve.

Teacher Qualifications

Educational and Experiential Requirements:

Minimum educational preparation a B.A. or B.S. degree plus state certification in an appropriate

field of Education (e.g., Elementary Education, Mathematics, Science Education). Teachers must have documented experience working with diverse learners.

Teachers must be capable of:

Participating in the design and implementation of curriculum

Communicating effectively

Communicating effectively in an online environment

Teaching groups of students in an online environment

Taking initiative in program improvement and school governance

Advising students

Making data-based instructional decisions to target needs and improve student learning

Informing families, administrators, and fellow teachers of student progress

Assisting parents and students with understanding curriculum materials, including both digital and paper-based materials

Teaching multiple subjects (for elementary level, non-specialty teachers), or teaching their specific subject area (for middle and upper level teachers, and specialty teachers)

Designing performance based assessment tools

Communicating regularly with parents

Maintaining active and accurate documentation on individual students

Participating in regular professional development programs

Being involved in team meetings, and

Participating in the curriculum development process.

School Counselor

Educational and Experiential Requirements:

School Counselors must have an understanding of developmental psychology and a Master's in education or psychology. They must have experience working with diverse groups of students and their families.

Counselors must be capable of:

Working with a school-based team to develop IEP's for designated special education students, Assisting teachers, administrators and parents with implementing students' IEPs in a virtual school environment.

Developing a plan for engendering psychological health among students and staff,

Working to develop a supportive school community in an Internet-based environment for parents and students,

Counseling students and staff regarding psychological issues interfering with academic progress,

Screening students for evidence of learning disabilities,

Providing crisis training for handling school crises, and

Working with mentors and volunteer counselors to prepare students for learning.

Chief Information Technology Officer (CITO)

Educational and Experiential Requirements:

The Chief Information Technology Officer must possess at least a Bachelor's Degree in Computer Science or a related field, with a Master's Degree preferred. The CIP must have excellent communication skills and demonstrate the ability to work effectively with the many constituencies within a school environment.

The CITO must be able to:

Report to the CEO and is a member of the main administrative group.

Provide leadership and expertise to the administrative team in the area of information technology. S/he engages in strategic planning, guides informed decision-making, develops relevant school-wide policies, coordinates IT implementation across departments, manages the IT budget, and supervises the IT staff.

Make regular presentations to the Board of Trustees.

Support the academic mission of the school.

Chair the Technology Committee and work in tandem with school leadership to maximize the benefits of technology in the school.

Take the lead in training the school staff in the use of key technologies.

Assemble and develop a customer service-oriented team that is expert in the hardware and software necessary to promote better teaching and better learning.

Investigate, deploy and/or develop information and database systems that enable all aspects of the school to be more productive and efficient.

Assemble and develop a customer service-oriented team that is expert in the hardware and software necessary to maintain the school's database and information systems.

Special Education Coordinator

Educational and Experiential Requirements:

The Special Education Coordinator must be certified in special education in the State of Pennsylvania. He or she must have teaching experience in a special education setting; leadership/administrative experience in an educational setting; and experience in facilitating high quality professional development.

The Special Education Coordinator must be able to:

Perform educational assessment of students, including an observation of the student, review of the student's educational history, conferences with the student's teachers, and an evaluation and analysis of the student's academic performance and learning characteristics.

Report educational assessment findings from meetings as appropriate.

Actively participate in the deliberations and classification of educationally disabled students and assist in the planning of Individual Educational Programs (IEP).

Act as a liaison with the regular teacher(s) for the purpose of ensuring the implementation of the established IEP of an assigned student.

Assist in coordinating, developing, monitoring and evaluating the effectiveness of the IEP.

Assist in the identification of all types of exceptional students within the school.
Maintain confidential records on all referred students and student/parent contacts in accordance with federal and state law, Board policy and the procedure of the special education program.
Assess student readiness for entry in the school program in accordance with policies established by the Board of Trustees
Provide through and timely reports, data, information as requested.
Consult with the appropriate school personnel directly responsible for the implementation of the IEP for disabled students.
Serve as a resource and/or consultant to school personnel on the nature, causes, and solutions to the learning problems of children

English as a Second Language (ESL) Coordinator

Educational and Experiential Requirements:

The ESL Coordinator at the school has a particularly important job at SWCCCS, given the school's mission, teaching methods and community. The ESL Coordinator must hold an ESL certificate from the Commonwealth of Pennsylvania, and must have at least 3 years of experience teaching non-English speakers. Facility in Hebrew, Russian and/or Mandarin will be a plus.

The ESL Coordinator must be able to:

Facilitate the development of a detailed ESL program improvement plan through a structured process involving the school's stakeholders.

Coordinate an annual ESL comprehensive program evaluation and complete state reports.

Assist in the development and administration of an annual limited English proficient student, teacher, and parent survey.

Determine, develop and implement an effective staff development program related to language acquisition and effective instructional practices for LEP learners in a virtual school environment.

Provide demonstration lessons for teachers of English as a Second Language.

Provide consultation for teachers concerning best practices to work with students in their classrooms who are limited English proficient.

Ensure the development of high quality and consistent ESL programs.

Continuously monitor the progress of identified LEP students using all available information and data sources.

Facilitate the translation of written English materials into the required home language and supervise the translation into other languages as required.

Support and supervise an educational program designed to assist students to become self-sufficient in English as soon as practical.

Provide leadership, continuity, and compliance with federal and state law.

Maintain the official program records and statistics.

Coordinate the administration of the Language Assessment Scale (LAS) and associated English proficiency assessments.

Work collaboratively with the Community Coordinator to ensure that parents of LEP students are supported in assisting their children's education.

Assist Parents of LEP students with registration, parent conferences, and home learning skills. Communicate to parents via telephone calls, meetings, and correspondence that have been translated into the primary language of the parent.

Ensure that parents of LEP students are informed of the following:

- a. Child's level of English proficiency.
- b. Methods of instruction to be used in the program.
- c. How the program will meet educational strengths and needs of the child.
- d. How the program will help the student learn English and meet academic standards.
- e. The program exit requirements.
- f. How the program will meet the objectives of an individualized education program for a child with a disability.

Office Staff Qualifications

Educational and Experiential Requirements:

SWCCCS will require an office staff that has extensive experience working with computer technologies. The office staff will be experienced with handling of student records in an environment of confidentiality, and with managing information flow to and from parents, teachers, administrators and the community at large. Office secretaries will have at a minimum a high school diploma, with at least two years experience serving as a secretary or administrative assistant in a school or similar setting where maintaining accurate records, communicating clearly in person and on the telephone, and providing support to an administrator are necessary.

The Secretaries must be capable of:

Performing the duties of a receptionist, office manager, and administrative assistant to the CEO, principals, counselors and teaching staff;

Keeping records, maintaining archives and performing light bookkeeping functions

Assisting the CEO with recruitment of students and parents,

Communicating effectively with both students and parents, and

Establishing a recruiting and contact database.

B. The targeted staff size and teacher/student ratio

The ratio of classroom teachers to students in the school will be approximately 1:15. It is our belief that students will learn most effectively in an environment that is both structured but allows for flexibility in affording the students the opportunity to be served in a building, if they choose, for some subjects or on line in a classroom setting. We will have many mandatory report times wherein the students can either join the class on skype or report to a center. They would all, however, be instructed at the same time. This requires more teachers and thus a staff to student ratio that is smaller than more traditional programs. The targeted size of the full-time

staff for the first year of operation (7-10th Grade) will be 43. These numbers will increase dramatically each year as our school grows to its fullest potential. See Staffing Chart below:

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Chief Executive Officer	1	1	1	1	1
Principal	1	1	1	2	2
Chief Information Technology	1	1	1	1	1
Special Education Coordinator	1	1	1	1	1
Curriculum Coordinator	1	1	1	1	1
Reading/Math Specialists	1	3	3	4	4
Academic Teachers	18	30	40	50	60
World Language Teacher	2	4	4	5	5
ELL Teacher	1	2	2	2	2
Counselors	1	2	3	4	4
Music Teacher	2	2	2	2	2
Art Teacher	1	1	1	1	1
Technology Support Staff	2	2	3	4	5
Special Education Teachers	4	6	8	10	12
Social Worker	1	1	2	2	2
Home/Community Coordinator	1	1	2	2	2
Administrative Assistants	1	2	2	2	2
Secretarial/Clerical Support	2	2	3	3	3
Custodial/Maintenance	1	1	1	1	1
Operations Manager	1	1	1	1	1
Totals	43	66	83	100	113

C. Professional development opportunities available to teachers and other staff

In accordance with PA law, SWCCCS will develop both a Professional Development Plan for our teachers, and a New Teacher Induction Plan. These plans will guide our professional development program each year, and will be based primarily on preparing our teachers to meet the particular needs of our student population. The plans will be reviewed and revised annually during the summer based on feedback from teachers and reviews of student achievement data. The plans will be submitted and updated regularly according to the required Act 48 schedule.

All teachers will receive extensive training on implementing a multiple language program with students, and on working with parents and students in a “virtual school” environment.

All teachers new to the profession (e.g., less than two years teaching in a charter or public school) will also be assigned a teacher mentor who will assist them in implementing their teacher

induction-training plan. All new teachers will receive training based on areas of need identified with their teacher mentor for a period of two years. All other teachers will follow their own teacher professional development plan based on their identified areas of need.

All teachers will begin work two weeks prior to the official beginning of the school year in order to take part in induction and planning programs. Those two weeks consist of intensive staff development, which focuses on critical areas of student learning and the appropriate strategies to reach these learning goals. Oftentimes, outside experts are brought in to do the training. For example, Dr. Rebecca Freeman Field, one of the foremost authorities in dual language education, will conduct some sessions on the implementation of dual language in the classroom. A typical schedule for these two weeks is provided below:

Day 1	Day 2	Day 3	Day 4	Day 5
Welcoming Team Building Activities Review School Mission and Philosophy Introduction of Board Members	Teacher Handbook Teaching in virtual schools Brain Based Learning Classroom Managem ent Student code of conduct	Review of PSSA Scores Pennsylvania Standards- Based Instruction NCLB Accountability	Review of Teacher Evaluation Components of An Effective Lesson Integrating Reading/Writin g across the Curriculum Communicating with Parent Coaches	Components of an Effective Math Lesson with an emphasis on word problems, open-ended questions and use of journals. Subject-specific teaching methods
Day 6	Day 7	Day 8	Day 9	Day 10
Implementation of a Dual Language model of instruction; Curriculum Scope and Sequence Evaluation and Assessment Issues	Continuation of Dual Language training. Modeled teacher behaviors.	Using technology for effective learning NETS standards Differentiated Instruction	Continuation of Technology training including project based learning Using the Learning Management system Connecting with “brick and mortar” charters	Setting up cyber classrooms

All staff will also receive an additional five professional development days for teachers. All teachers will have ongoing training in how to work with parents as co-teachers, and how to work with ESOL students. All teachers will receive professional development on ESOL strategies that they may incorporate into their daily lessons; these strategies have proven to be successful for ALL students not just the ESOL students.

Professional development will also be ongoing throughout the year. Teachers will work an additional 7.5 hours a week (30 minutes prior to student arrival 1 hour at the end of each school day) in order to enhance their teaching strategies. These additional five hours will be used for planning with grade partners, professional development, academic committee meetings and meeting with the school's principals, CEO or other administrators.

In addition to these days, teachers may also attend many other sessions to obtain Act 48 credits. Our School Counselors, ESOL and Special Education teachers may also attend outside training sessions. Money will be made available to staff members to attend conferences that are in concert with each staff member's ILP, and to assist with courses at local colleges that help them to meet their learning goals, provided they are consistent with the goals of the school.

SWCCCS encourages all of its teachers to enhance their education-- therefore, teachers will be encouraged to take one course per year at an accredited University in an area related to their teaching at no cost to them.

The school will follow principles of high quality professional development in order to achieve the following standards:

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

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

SWCCCS's Board of Trustees will meet after notification of approval of this charter to adopt the human resource policies for the school. These policies will be compiled in an "Employee Handbook" that will be distributed to and discussed with each employee during orientation. The Employee Handbook will be available on line and on file in the Main Office of the school.

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

Equal Employment Opportunity:

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

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

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

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

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

Hiring & Contracts:

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

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

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

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

State of Pennsylvania certification where such certification is required;

All staff and volunteers will be required to provide the school with the criminal history checks required by section 1-111 of the Public School Code. All new teachers also must provide the school with the completed, original Child Abuse History Clearance, which must be current within one year of submission date. These requirements are in accord with 23 Pa. C.S. Chapter 63 subchapter C.2 from the Department of Public Welfare.

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

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

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

Salaries:

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

The SWCCCS will determine salary increases as a result of job performance and the school's ability to pay. Salary increases are not automatic. In most cases, salary increases will be merit-

based, coinciding with the employee performance review process. Promotional increases may be granted at any time or in combination with annual merit increases.

Discipline & Dismissal:

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

- Horseplay and practical jokes that could endanger children, co-workers or company property;
- Unprofessional or abusive behavior toward parents, co-workers and/or supervisors;
- Use of corporal punishment or any inappropriate touching of a child or;
- Any conviction, past or present, of child abuse, child molestation, child neglect or sexual offenses;
- Falsifying company records, including but not limited to, job application, personnel records or punching/signing another employee's time card, and/or falsifying hours worked;
- Deterioration of work performance;
- Substandard or inefficient performance of job duties;
- Chronic absenteeism or tardiness;
- Insubordination (failure to follow appropriate directions);
- Disclosure of confidential information to unauthorized persons;
- Conduct or acts that adversely affect the goodwill of the public toward the SWCCS;
- Failure to adhere to company rules;
- Leaving the job without permission and/or proper notification;
- Abusive or foul language;
- Sleeping on the job;
- Misuse of work time, the telephone, computer system, or company property;
- Reporting to work while being under the influence of alcohol or drugs;
- Sale, purchase, use or possession of alcohol, drugs, or any illegal substance on school property;
- Any arrest or charge of a felony or any harmful act that may not be in the best interest of the charter school;
- Theft;
- Gambling on school property;
- Sexual harassment;
- Failure to comply with safety or security rules;
- Neglect of duty;

- Repeated violation of the no-smoking policy or dress code;
- Gross misconduct of any kind.

Disciplinary action may include an informal warning, a formal warning, a final warning, or, in some cases, discharge. The SWCCCS will determine what discipline is appropriate in each situation, and may discharge an employee at any time, with or without cause and without following any of the disciplinary steps described below:

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

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

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

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

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

Vacation & Leave of Absence:

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

Vacation;
Sick/Emergency Leave;
State Disability;
Personal Leave;

Family & Medical Leave;
Funeral Leave;
Jury Duty;
Witness Duty;
Military Leave;
Professional Day.

Vacation:

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

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

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

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

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

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

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

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

Sick/Emergency Leave:

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

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

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

Personal Leave:

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

If personal leave is for medical reasons, a physician's note is required stating the reasons for the leave as well as specific dates of absence. At the conclusion of an employee's leave, he/she will also be required to submit a physician's note certifying that he/she is able to return to work. Upon an employee's return to work from a personal leave, SWCCCS reserves the right to reinstate him/her to the position he/she held prior to his/her leave or to a similar/equivalent position with equivalent pay, benefits and terms/conditions of employment.

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

Family & Medical Leave Act Policy:

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

The birth of a child and in order to care for the newborn;

The adoption or placement of a child for foster care;

To care for a child, spouse, or parent with a serious health condition;

Because of an employee's own serious health condition that makes him/her unable to perform the essential functions of his/her job.

To be eligible for Family Leave, an employee must be employed for at least 12 months and have worked a minimum of 1,250 hours in the 12-month period prior to the start of the leave.

Employees should make a request for Family Leave in writing to their supervisors at least 30 days in advance of their leave dates, or provide as much advance notice as possible.

Employees are encouraged to request a "consecutive" rather than an "intermittent" leave of absence whenever possible. If an intermittent or reduced work schedule is required due to medical reasons, SWCCCS may require that the employee transfer to an available alternative job (with equivalent pay and benefits), which better accommodates recurring periods of leave. The

Family Leave law requires that employees take all unused sick, personal, and vacation days at the start of their approved leave.

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

The date when the serious health condition started;

The probable duration of the condition;

The medical facts of the condition from the employee's physician,

That he/she is unable to perform the essential job functions (if the serious health condition is the employee's);

That the employee is needed to provide care for an estimated amount of time (if the serious health condition is another family member's).

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

Employee benefits will continue during their leave and employees will be responsible to pay their co-payments as directed by the school. When employees return from a Family Leave they are entitled to their former job or a position with equivalent pay, benefits and conditions of employment. If their leave is for medical reasons, they must provide a physician's note releasing them to return to work.

Funeral Leave:

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

Spouse;

Child and/or step-child;

Parent and/or step-parent;

Mother-in-Law and/or Father-in-Law;

Sister and/or brother.

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

Grandparents; Aunts/Uncles.

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

Jury Duty:

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

SWCCCS requires that any payment employees receive from the court for jury service be endorsed and forwarded to their supervisor with their record of attendance form from the court.

If an employee is dismissed early from jury service, prior to the end of his/her regular workday, the employee is expected to contact his/her supervisor to discuss his/her work schedule.

Witness Duty:

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

Military Leave:

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

Professional Day:

Employees are permitted one Professional Day per year with pay to attend a seminar, workshop, etc. to assist them in attaining new ideas for their jobs. Employees must present an outline to their supervisors detailing what they intend to gain from the day and how the company will benefit from their training experience.

Benefits:

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

Medical Insurance;

Dental Insurance;

COBRA;

PSERS Retirement Plan;

Worker's Compensation.

Medical Insurance:

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

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

Dental Insurance:

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

COBRA:

Under federal legislation entitled the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), employees, their spouses, and dependent children are eligible to continue company provided medical and/or dental coverage for up to 18 additional months if they lose coverage as a result of a “qualifying event.” A “qualifying event” is defined as termination of employment (either voluntary or involuntary), the employee’s death, the employee’s enrollment in the Medicare program, or an employee’s dependent child becoming ineligible for coverage under a provision of the company’s group health plan.

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

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

PSERS Retirement Coverage:

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

Workers’ Compensation:

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

Employee benefits under Workers’ Compensation include:

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

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

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

Lump sum payments for certain injuries that result in an employee's permanent partial disability. Income replacement benefits for an employee's survivors if he/she dies from a job-related reason.

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

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

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

E. The proposed faculty

The school will be staffed by credentialed professionals and otherwise qualified workers. Staff members will have experience working with diverse learners, and will demonstrate a deep respect for history and cultures of diverse peoples. Because the CEO serves as the manager, primary leader and spokesperson for the school, it is essential to recruit an extremely talented individual early in the school development process to help to bring the school from vision to reality. Once the CEO is hired, he or she will begin recruiting and interviewing candidates for recommendation to the school's Board for hiring. The faculty will be chosen to meet the high standards of qualification identified above. The staffing chart on Page 101 gives a complete breakdown of the positions we plan to fill in order to provide the services for the students.

F. Criminal History Pursuant to Section 111 of the Public School Code

All staff and volunteers will be required to provide the school with the criminal history checks required by section 1-111 of the Public School Code. Furthermore, prior to reporting for duty, all employees that will have contact with children must submit to the business office a Background Check for Employment in Schools or an official document from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2. The administration shall require each applicant to submit an official clearance statement obtained from the department within the immediately preceding year as to whether the applicant is named as the perpetrator of an

indicated or a founded report or is named as the individual responsible for injury or abuse in an indicated report for school employee or a founded report for school employee.

The official clearance statement under paragraph one shall not be required for an applicant who:

- transfers from one position as a school employee to another position as a school employee of the same school district or of the same organization; and
- has, prior to the transfer, already obtained the official clearance statement under paragraph one.

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

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

G. Official clearance statement regarding child injury or abuse

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

H. Procedures developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff

The Founding Coalition of SWCCCS is very familiar with the NCLB guidelines for highly qualified teachers.. Our teachers will all be highly qualified for their positions under the definition of the No Child Left Behind Law, and also based on our understanding of what students need to achieve to high standards in a bilingual school environment. All of our teachers will meet the definition of HQT as stated in the NCLB: “Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.” “Demonstration of Competency: Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) an advanced certification from the state, or 5) a graduate degree.”

In addition to these criteria, all of our teachers will demonstrate the ability to teach effectively in a dual language academic program at their particular level in their subject areas. Also, all of our

teachers will demonstrate the ability to teach effectively in a virtual school environment in their particular subject area at their assigned academic level.

3. Code of Conduct

A. Rules or guidelines governing student behavior

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

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

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

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

- Students will attend school daily;
- Behavior will be directed to supporting an atmosphere of learning, sharing and cooperating;
- Behavior will be directed at supporting the school's mission and programs;
- Behavior and language will be civil at all times, in both the virtual and "face to face" environments;
- Students will be free of illegal drugs and alcohol while participating in school activities;

Conduct will be respectful of all property, including the school's website and web portal, public property and that of staff and other students.

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

SWCCCS' Board of Trustees will define and publish the types of offenses that would lead to exclusion from school. As a virtual school, many of the issues with regard to protecting the physical space and property of the school and other students from being harmed by students at the school do not apply, unless the students are on an official, school-sponsored trip. Other issues may develop that only apply to students in virtual school environments. The expulsion and suspension policies must be tailored, therefore to the particular environment in which these students will be interacting with the other students and staff.

With regard to student behavior while on official school trips or “meet-ups”, offenses shall include, but may not be limited, to the following areas:

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

Offenses made within the virtual school environment will include, but may not be limited to, the following:

- Attendance problems
- Disrespect of teachers or other school community members
- Disobedience
- Disruption of educational activities
- Harassment
- Threats made to school community members
- Theft
- Disruption of unauthorized alteration of school technologies, software or records
- Other violations of the school’s code of conduct

IF AN INCIDENT OCCURS

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

SUSPENSION

The following constitutes SWCCCS’ proposed policies for the suspension of students:

Suspensions for 1 to 3 days

A student may be suspended for a maximum of three days without a hearing. A written notice of suspension will be prepared for the parents and given to the student. The notice will contain reasons for the suspension. A conference with the parent will be scheduled before the student's return to school. Suspension in the case of this cyber school means that students will continue to be able to do their work, but will not be allowed to participate in online or in-person activities sponsored by the school for that period of time.

Suspensions for 4 to 10 days

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

- The informal hearing is meant to encourage the student's parents/guardian to meet with the principal to discuss ways by which future offenses can be avoided.
- The steps below will be followed to ensure due process:
 1. The student and the parent/guardian will be notified in writing of the reasons for the suspension.
 2. They will be provided with sufficient notice of the time and place of the informal hearing.
 3. A student will have the right to question any witnesses present at the informal hearing, and has the right to speak and produce witnesses on his/her own behalf.
 4. An informal hearing will be held within the first 5 days of the suspension.

For all suspensions, students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board. Suspension in the case of this cyber school means that students will continue to be able to do their work, but will not be allowed to participate in online or in-person activities sponsored by the school for that period of time.

EXPULSION

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

- A Board decision is required to expel a student.
 1. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing.

2. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall continue to participate in his cyberschool activities, including online classes, except:
 - ✓ If it is determined after an informal hearing that a student's presence in the virtual class or contact with other students in the school would constitute a threat to the health, safety, morals or welfare of others; and
 - ✓ If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.
- Notification of the charges will be sent to the student's parents/guardian by certified mail.
 - Parents will be provided with sufficient notice of the time/place of the hearing.
 - The hearing will be held in private unless the student or parent requests a public hearing.
 - The student will have the right to be represented by counsel.
 - The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
 - The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
 - The student will have the right to testify and present witnesses on his own behalf.
 - A record will be kept of the hearing, either by stenographer or by tape recorder.
 - The proceeding will be held with all reasonable speed.
 - In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of that Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. Student and their parents/guardians will be apprised of these rights.

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

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

Students are required to attend and to participate constructively in all education activities and to log in to the school system to fulfill their required educational hours on each scheduled school day. Students shall be considered "excused" for absence due to illness, family emergency or other such events as deemed appropriate in accordance with the school's code of conduct. Students must submit, in writing, from their parent or guardian, a clear explanation outlining the date, and reason for the absence. Students who fail to provide written documentation of absence will be subject to discipline as outlined in the school's code of conduct. Any student with ten (10) or more unexcused absences may be recommended for expulsion.

5. Timetable:

A. Detailed timetable of projected steps and dates leading to the opening of our school is listed below:

EVENT	2012
Approval of charter	January
Finalize Board of Trustees	February
Complete and approve bylaws and contracts	March
Complete and test online learning management system	March
Contact school districts regarding school design and mission	April
Recruit students	February to April
Complete office space	April
Order and receive: <ul style="list-style-type: none">• Curriculum materials• Furniture• Fixtures• Equipment• Telephone Service• Internet Service (T-1)	May
Obtain licenses and permits for office space	May
Hire CEO	April
Complete hiring and personnel policies	May
Enroll students	May
Notify districts of enrollments	May to September
Hire teachers, administrators and other staff	May to June
Train teachers and other staff	June to August
Assign teachers and send curriculum and computers to enrollees	August
Hold orientation sessions for all parents and students	August
Begin school	September

6. Safety:

A. Our 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 school's facilities will be inspected by a local building inspector and the fire department prior to being occupied by SWCCCS. Although we do not expect to have any explosive compounds in our virtual school, any such compounds that will be used by the school will be used under appropriate municipal licenses. SWCCCS will comply with all federal, state, and local health and safety laws and regulations, with which we are very familiar, having already obtained approval for and opened three traditional schools. All applicable certifications and licenses will be applied for and obtained prior to the school occupying its physical office and educational space.

7. School Health Services

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

The charter school will adopt a plan for providing school health services that complies with Article XIV of the Public School Code. Nursing services will be contracted to be available when students are on school trips and meet-ups.

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

Through a contracted agreement with the visiting Nurse's Association or a similar agency, nursing services will be contracted to be available when students are on school-sponsored meet-ups and trips.

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
APPLICATION

APPENDICES

APPENDIX A
REQUIRED FORMS

I. CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

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

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

SOLOMON WORLD CIVILIZATION CYBER CHARTER SCHOOL

School Location (City/Town and Zip Code) PHILADELPHIA County PHILADELPHIA Site: _____

Intermediate Unit PHILADELPHIA STATEWIDE

Proposed Start Date 9/0/12 Date of School Board Approval _____

Federal Employer Identification Number _____ Aun # _____ (Supplied by PDE)

Contact Person:

First Stephen Middle _____ Last Crane

Organization Solomon World Civilization Cyber Charter School

City Philadelphia State PA Zip Code 19107

Telephone 215-740-5082 Fax Number 215-569-8814 E-mail scrane0@aol.com

Founding Coalition	Staff: Total Number of Teachers	Projected Student Enrollment Year 1-5
Parent <input checked="" type="checkbox"/>	Grade Level <u>K-12</u>	1 st year <u>400</u>
Teachers <input checked="" type="checkbox"/>	Elementary <u>35</u>	2 nd Year <u>600</u>
Business Partnership <input checked="" type="checkbox"/>	Secondary <u>45</u>	3 rd Year <u>800</u>
Community Based Org. <input checked="" type="checkbox"/>	Other Grade Level _____	4 th Year <u>1000</u>
Museum _____	Circle Appropriate Grade: _____	5 th Year <u>1200</u>
Higher Education _____	Age of Kindergarten <u>5</u>	
Other Founding Group _____	Age of Beginners <u>5</u>	

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

Does the applicant group presently have access to a facility suitable for a school? Yes No _____

In what type of community will the Charter School be located?

Urban _____ Suburban _____ Rural _____ Other Statewide Cyber

School Focus: The Solomon World Civilization Cyber Charter School (SWCCCS) believes in preparing children for life by nourishing students' minds and bodies through a curriculum rich in the arts and technology skills. The most fundamental aspect of the school will be the continued focus on and planning for academic excellence. The core concept of our unique educational program is the Language/Culture/Civilization foundation. This will be part of and foundational to all other aspects of the program.

FEDERAL ASSURANCES FOR PUBLIC CHARTER SCHOOLS

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

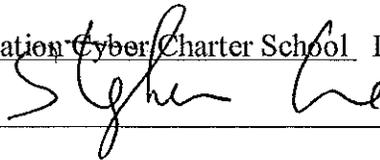
PUBLIC CHARTER SCHOOL PROGRAM ASSURANCES FOR PUBLIC CHARTER SCHOOLS

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: Solomon World Civilization Cyber Charter School Date 10/3/11

Authorized Representative _____



COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a cyber charter school known as
Solomon World Civilization 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 Solomon World Civilization Cyber Charter School is hereby granted a Charter to operate a cyber charter school located at 1225 Vine Street, Philadelphia, PA 19106, 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 9-27 of 2012.

ATTEST:

STEVEN MAC

BOARD OF TRUSTEES:

Sheela

ATTEST:

PENNSYLVANIA DEPARTMENT OF
EDUCATION

Secretary

APPENDIX B

BY-LAWS

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF STATE
CORPORATION BUREAU
401 NORTH STREET, ROOM 206
P.O. BOX 8722
HARRISBURG, PA 17105-8722
WWW.CORPORATIONS.STATE.PA.US/CORP

Solomon Charter School, Inc.

THE CORPORATION BUREAU IS HAPPY TO SEND YOU YOUR FILED DOCUMENT. THE CORPORATION BUREAU IS HERE TO SERVE YOU AND WANTS TO THANK YOU FOR DOING BUSINESS IN PENNSYLVANIA.

IF YOU HAVE ANY QUESTIONS PERTAINING TO THE CORPORATION BUREAU, PLEASE VISIT OUR WEB SITE LOCATED AT WWW.CORPORATIONS.STATE.PA.US/CORP OR PLEASE CALL OUR MAIN INFORMATION TELEPHONE NUMBER (717)787-1057. FOR ADDITIONAL INFORMATION REGARDING BUSINESS AND / OR UCC FILINGS, PLEASE VISIT OUR ONLINE "SEARCHABLE DATABASE" LOCATED ON OUR WEB SITE.

ENTITY NUMBER: 4021867

Crane, Stephen
1213 Vine Street / Suite 209
Philadelphia, PA 19107

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

- Domestic Nonprofit Corporation (§ 5306)
 Nonprofit Cooperative Corporation (§ 7102B)

Name Stephen Crane		
Address 1213 Vine Street, Suite 209		
City Philadelphia	State PA	Zip Code 19107

Document will be returned to the name and address you enter to the left.



Commonwealth of Pennsylvania
ARTICLES OF INCORPORATION-NON-PROFIT 5 Page(s)

Fee: \$125



T1109564078

In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:
Solomon Charter School, Inc.

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) Number and Street	City	State	Zip	County
1213 Vine Street, Suite 209	Philadelphia	PA	19107	Philadelphia

(b) Name of Commercial Registered Office Provider
c/o: _____

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
See attached sheet

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

2011 APR -1 AH10: 43
PA DEPT OF STATE

5. Check one of the following:

The corporation is organized on a non-stock basis.

Option for Nonprofit Cooperative Corporation Only: The corporation is organized on a stock share basis.

6. *For Nonprofit Corporation Only:*

~~(Strike out if inapplicable):~~ The corporation shall have no members.

~~(Strike out if inapplicable):~~ The incorporators constitute a majority of the members of the committee authorized to incorporate; _____ by _____ the requisite vote required by the organic law of the association for the amendment of such organic law.

7. *For Nonprofit Cooperative Corporation Only:*

Complete and strike out the inapplicable term: The corporation is a cooperative corporation and the common bond of membership among its (members) (shareholders) is: _____.

8. The name(s) and address(es) of each incorporator(s) is (are) *(all incorporators must sign below):*

Name(s)	Address(es)
Stephen Crane	1213 Vine Street, Suite 209, Philadelphia, PA 19107
_____	_____
_____	_____

9. The specified effective date, if any, is:

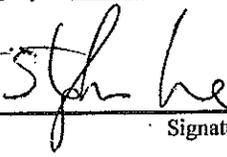
month day year hour, if any

10. Additional provisions of the articles, if any, attach an 8 1/2 x 11 sheet.

IN TESTIMONY WHEREOF, the incorporator(s) has/have signed these Articles of Incorporation this

15th day of March

2011



Signature

Signature

Signature

**PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU**

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

Domestic Nonprofit Corporation (§ 5306)

3. Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The specific purpose of the corporation is to operate a charter school for grades Kindergarten through 12th.

10. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all its assets exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious, or scientific purpose as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the United States Internal Revenue Code (or the corresponding section of any future the United States Internal Revenue Law) as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

PENNSYLVANIA DEPARTMENT OF STATE

CORPORATION BUREAU

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

Domestic Nonprofit Corporation (§ 5306)

11. The corporation shall have a minimum of three board of directors. The names and addresses of the initial board of directors are:

Stephen Crane

1213 Vine Street, Suite 209

Philadelphia, PA 19107

Charles Kahn

1213 Vine Street, Suite 209

Philadelphia, PA 19107

Steve Mac

1213 Vine Street, Suite 209

Philadelphia, PA 19107

12. The existence of the corporation is perpetual.

Date of this notice: 03-15-2011

Employer Identification Number:
45-0611285

Form: SS-4

Number of this notice: CP 575 E

SOLOMON CHARTER SCHOOL INC
% STEPHEN CRANE
1213 VINE ST STE 209
PHILADELPHIA, PA 19107

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-0611285. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

BY-LAWS

OF

**Solomon World Civilization Cyber Charter School
1225 Vine Street
Philadelphia, PA 19017**

AS APPROVED AND ADOPTED ON 8.15.11

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF STATE
CORPORATION BUREAU
401 NORTH STREET, ROOM 206
P.O. BOX 8722
HARRISBURG, PA 17105-8722
WWW.CORPORATIONS.STATE.PA.US/CORP

Solomon Charter School, Inc.

THE CORPORATION BUREAU IS HAPPY TO SEND YOU YOUR FILED DOCUMENT. THE CORPORATION BUREAU IS HERE TO SERVE YOU AND WANTS TO THANK YOU FOR DOING BUSINESS IN PENNSYLVANIA.

IF YOU HAVE ANY QUESTIONS PERTAINING TO THE CORPORATION BUREAU, PLEASE VISIT OUR WEB SITE LOCATED AT WWW.CORPORATIONS.STATE.PA.US/CORP OR PLEASE CALL OUR MAIN INFORMATION TELEPHONE NUMBER (717)787-1057. FOR ADDITIONAL INFORMATION REGARDING BUSINESS AND / OR UCC FILINGS, PLEASE VISIT OUR ONLINE "SEARCHABLE DATABASE" LOCATED ON OUR WEB SITE.

ENTITY NUMBER: 4021867

Crane, Stephen
1213 Vine Street / Suite 209
Philadelphia, PA 19107

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

- Domestic Nonprofit Corporation (§ 5306)
 Nonprofit Cooperative Corporation (§ 7102B)

Name Stephen Crane		
Address 1213 Vine Street, Suite 209		
City Philadelphia	State PA	Zip Code 19107

Document will be returned to the name and address you enter to the left.
←

Commonwealth of Pennsylvania
ARTICLES OF INCORPORATION-NON-PROFIT 5 Page(s)

Fee: \$125



In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:
Solomon Charter School, Inc.

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) Number and Street 1213 Vine Street, Suite 209	City Philadelphia	State PA	Zip 19107	County Philadelphia
(b) Name of Commercial Registered Office Provider c/o:				County

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
See attached sheet.

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

2011 APR -1 AM 10: 43
PA DEPT OF STATE

5. Check one of the following:

- The corporation is organized on a non-stock basis.
- Option for Nonprofit Cooperative Corporation Only:* The corporation is organized on a stock share basis.

6. For Nonprofit Corporation Only:

(Strike out if inapplicable): The corporation shall have no members.

(Strike out if inapplicable): The incorporators constitute a majority of the members of the committee authorized to incorporate _____ by _____ the requisite vote required by the organic law of the association for the amendment of such organic law.

7. For Nonprofit Cooperative Corporation Only:

Complete and strike out the inapplicable term: The corporation is a cooperative corporation and the common bond of membership among its (members) (shareholders) is: _____.

8. The name(s) and address(es) of each incorporator(s) is (are) (all incorporators must sign below):

Name(s)	Address(es)
Stephen Crane	1213 Vine Street, Suite 209, Philadelphia, PA 19107
_____	_____
_____	_____

9. The specified effective date, if any, is:

_____ month _____ day _____ year _____ hour, if any

10. Additional provisions of the articles, if any, attach an 8 1/2 x 11 sheet.

IN TESTIMONY WHEREOF, the incorporator(s) has/have signed these Articles of Incorporation this

15th day of March

2011

Stephen Crane

Signature

Signature

Signature

**PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU**

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

Domestic Nonprofit Corporation (§ 5306)

3. Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The specific purpose of the corporation is to operate a charter school for grades Kindergarten through 12th.

10. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all its assets exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious, or scientific purpose as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the United States Internal Revenue Code (or the corresponding section of any future the United States Internal Revenue Law) as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

PENNSYLVANIA DEPARTMENT OF STATE

CORPORATION BUREAU

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

Domestic Nonprofit Corporation (§ 5306)

11. The corporation shall have a minimum of three board of directors. The names and addresses of the initial board of directors are:

Stephen Crane

1213 Vine Street, Suite 209

Philadelphia, PA 19107

Charles Kahn

1213 Vine Street, Suite 209

Philadelphia, PA 19107

Steve Mac

1213 Vine Street, Suite 209

Philadelphia, PA 19107

12. The existence of the corporation is perpetual.

Date of this notice: 03-15-2011

Employer Identification Number:
45-0611285

Form: SS-4

Number of this notice: CP 575 E

SOLOMON CHARTER SCHOOL INC
% STEPHEN CRANE
1213 VINE ST STE 209
PHILADELPHIA, PA 19107

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-0611285. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub. Thank you for your cooperation.

Keep this part for your records.

CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number Best Time to Call
 () -

DATE OF THIS NOTICE: 03-15-2011
 EMPLOYER IDENTIFICATION NUMBER: 45-0611285
 FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
 CINCINNATI OH 45999-0023
 [Barcode]

SOLOMON CHARTER SCHOOL INC
 % STEPHEN CRANE
 1213 VINE ST STE 209
 PHILADELPHIA, PA 19107

Section 1. Name, Objects and Purposes, Mailing Address, Corporate Seal, and Fiscal Year

1.1 Name. The name of this nonprofit corporation shall be the SOLOMON WORLD CIVILIZATION CYBER CHARTER SCHOOL (the "Charter School").

1.2 Objectives and Purposes. The objectives and purposes of the Charter School are: (1) to foster quality public education and to advance the interests of public school students through the promotion and advocacy of community schools; (2) to stimulate the development of innovative programs in public education; (3) to provide opportunities for learning and assessment; (4) to provide parents and students with greater educational options in choosing a school; and (5) to hold teachers, parents, and school administrators accountable for the student educational process. The Charter School is incorporated under the Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania, and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including the purposes specified in Act No. 1997-22 of the General Assembly of the Commonwealth of Pennsylvania known as the Charter School Law. In furtherance of these purposes, the Charter School may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and schools formed pursuant to the Charter School Law.

1.3 Mailing Address. The mailing address of the Charter School shall be:

SOLOMON WORLD CIVILIZATION CYBER CHARTER SCHOOL
1225 Vine Street
Philadelphia, PA 19107

The Board (the "Board") may change this address as necessary.

1.4 Fiscal Year. The fiscal year of the Charter School shall, unless otherwise decided by the Trustees, end on June 30 of each calendar year.

Section 2. Membership

2.1 Membership. Unless or until the Articles of Incorporation of the Charter School are amended to provide otherwise, Charter School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board. No certificates of membership shall be issued at any time.

Section 3. Board of Trustees

- 3.1** Composition. The Board shall be composed of not less than five (5) and not more than nine (9) natural persons of full age. No member of Board of School Directors of the chartering school district shall serve on the Board.
- 3.2** Election of Trustees. Nominations shall be placed before the Board as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by the Nominating Committee or by any Trustee. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.
- 3.3** Initial Appointment of Trustees. The initial Trustees will be appointed by those who incorporate the Charter School, with the appointments to become effective upon incorporation and shall continue until the end of the terms specified pursuant to this Section 3.3. The terms of the initial Trustees shall be staggered so that the terms of approximately one-third of the Trustees expire in one year, the terms of approximately one-third of the Trustees expire in two years and the terms of approximately one-third of the Trustees expire in three years. Terms shall be assigned to individual initial Trustees by lot.
- 3.4** Tenure. Each Trustee, after the initial Trustees, shall hold office for three (3) years, unless the Trustee dies, resigns, is removed, or becomes disqualified. The term of office of each Trustee, after the initial Trustees, shall be for a period effective upon appointment and qualification and ending three years after the expiration of the term which such Trustee is appointed to fill or until a successor is duly elected. A Trustee may be reelected or reappointed for consecutive terms.
- 3.5** Resignation. Any Trustee may resign by delivering a written resignation to the Board. Such resignation shall become effective upon receipt unless it is specified to be effective at some time later.
- 3.6** Vacancies.
- (a) Any vacancies on the Board shall be filled by a vote of the Board. Each Trustee so elected to fill a vacancy shall hold office for the remainder of the predecessor's unexpired term.
- (b) If a Trustee resigns by giving notice specifying that such resignation shall be effective at a future time, the Board shall have the power to elect a successor to take office when the resignation shall become effective.
- 3.7** Authority. The Board shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law and the Charter of the Charter School (the "Charter"). The essential function of the Board shall be policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its

stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

- (a) to approve policies and procedures regarding employment, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- (b) to adopt the curriculum or courses of study and text books;
- (c) to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. As prescribed by the Charter School Law, the Board and contractors shall be restricted and subject to certain statutory requirements governing construction projects as set forth in Section 1715-A (10) of the Public School Code of 1949, as amended 24 P.S. 17-1715-A;
- (d) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, Bylaws, Charter, and Board Policy;
- (e) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (f) to make contracts and leases for the procurement of services, equipment, and supplies;
- (g) to incur temporary debts in anticipation of the receipt of funds;
- (h) to solicit and accept any gifts or grants for Charter School purposes;
- (i) to establish the annual academic calendar;

- (j) to adopt and approve the annual budget and to make revisions therein;
- (k) to establish enrollment policies and procedures;
- (l) to adopt and approve policies and procedures to assess student achievement;
- (m) to approve or ratify all contracts as determined by the policy on contracting;
- (n) to be final arbiter of all disciplinary matters;

- (o) to authorize any annual audit by an independent certified public accountant ;

- (p) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees of the Charter School;
- (q) to approve all personnel actions;

- (r) to designate depositories of Charter School funds;
- (s) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Charter School is chartered; and

- (f) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

3.8 Committees. The Trustees may elect or appoint committees (which may include individuals who are not Trustees of the Charter School) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by the Board. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the Chairperson of the committee.

3.8.1 Permanent Committees. Permanent committees will be formed to handle on-going business of the Charter School. These committees may include:

- (a) Nominating Committee. If a Nominating Committee is appointed by the Board, the Board shall set forth both the time frame for nominations and the manner by which the Nominating Committee shall make nominations. If a Nominating Committee is appointed by the Board, it shall consist of not less than three Trustees.
- (b) Finance and Audit Committee. The Finance and Audit Committee shall prepare and present a proposed financial budget to the Board, and prepare and implement a system of internal fiscal controls.
- (c) Academic Assessment Curriculum Committee. The Academic Curriculum Committee shall review and recommend revisions to the curriculum as necessary and recommend educational strategies, establish criteria for the evaluation of faculty and student performance, and establish and implement provisions for the regular assessment of the academic performance of the student body.
- (d) Personnel Committee. The Personnel Committee shall establish criteria for the performance and evaluation of the faculty and other employees of the school. This committee shall make recommendations to the Board regarding salaries, bonuses, and benefits.
- (e) Administrative Services Committee. The Administrative Services Committee shall establish a disciplinary policy for the school and review and recommend revisions of the disciplinary policy as necessary. This committee will hear, or appoint a hearing examiner to hear, any disciplinary appeals made by the students, with either the committee or the hearing examiner to recommend to the Board final disposition of such appeals.

(f) Facilities Operations Committee. The Facilities Operations Committee shall maintain the physical facilities.

3.8.2 Ad hoc Committees. Ad Hoc Committees will be formed by the Board from time to time as deemed necessary to handle specific events, functions, or issues. These committees will be terminated upon completion of their specific assigned task or as determined by the Board. Ad Hoc Committees will be chaired by designees of the Board.

3.9 Adoption and Modification of Policies. The Permanent and Ad Hoc Committees will identify areas of need and/or concern and make recommendations to the Board for addition to or modification of current policies or Bylaws. The Trustees will vote on these recommendations at either a regularly scheduled meeting or a specifically called meeting. An affirmative vote of a majority of a quorum of the Board will be required for adoption and/or modification of policies. If such majority vote is not obtained, the proposed recommendation may be returned to the appropriate committee for refinement.

3.10 Meetings

3.10.1 Regular Meetings. Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Call or notice to the Trustees shall not be required for regular meetings (except as required by Section 3.10.8 of these Bylaws), provided that reasonable notice is made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings.

3.10.2 Special Meetings. Special meetings of the Board may be held anytime and any place when called by the Chairperson of the Board or by two or more Trustees. In addition to the notice required by Section 3.10.8 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. Such notice will specify the purposes of the meeting. It shall be given to each Trustee in accordance with the Pennsylvania Nonprofit Corporations Law. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the director at the Trustee's usual or last known residence, or to give notice in person or by telephone at least twenty four (24) hours before a special meeting.

3.10.3 Annual Meeting. The Board shall meet annually once per year at the first regularly scheduled meeting in July of each year, at a reasonable time and place convenient to the Board and members of the community. In the event that the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 3.10.8 hereof and shall be

mailed to all Trustees at each individual Trustee's usual or last known address not less than seven days prior to the date of the annual meeting. At the Annual Meeting the Chairperson and Secretary-Treasurer shall present an annual report which shall set forth:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (e) The capital budget and the operating budget for the corporation's current fiscal year;
- (f) A schedule of proposed major activities for the current fiscal year; and
- (g) A summary of the corporation's compliance with the laws and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

3.10.4 Quorum. At any meeting of the Board a quorum for the conduct of business by the Board shall consist of a majority of the directors then in office.

3.10.5 Action of Vote. When a quorum is present at a meeting of the Board, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or these bylaws, including but not limited to, Section 3.10.7, 3.10.9 and 3.12.

3.10.6 Conference Telephone Meetings. One or more persons may participate in a meeting of the Board or of a committee of the Board by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 3.10.6 shall constitute presence in person at such meeting.

3.10.7 Optional Provisions Not Required by Law. An affirmative vote of the majority of the members of the Board then in office shall be required in order to take each of the following actions:

- (a) adopting a school calendar, provided that any calendar must provide for 990 hours or 180 days of instruction for students in grades 7 through 12 and 900 hours or 180 days of instruction for students in grades 1 through 6;
- (b) adopting textbooks;
- (c) appointing or dismissing school administrators;
- (d) adopting or amending the annual budget;
- (e) purchasing or selling land;
- (f) locating new buildings or changing the locations of previously used buildings;
- (g) creating or increasing any indebtedness;
- (h) adopting courses of study;
- (i) designating depositories for Charter School funds;
- (j) entering into contracts of any kind where the amount involved exceeds \$500;
- (k) fixing salaries or other compensation of administrators, teachers, or other employees of the Charter School; and
- (l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/Technical School for the Charter School's proportionate share of the cost of services provided or to be provided by any such entity.

3.10.8 Sunshine Act. All meetings of the Board of the Charter School (with the exception of those meeting which may be held in executive session under the Sunshine Act) shall be held as public meetings as described in the Sunshine Act, 65 Pa. C.S. § 701 et seq. (the "Sunshine Act"). Notices of all meetings shall be given in the manner described in the Sunshine Act.

3.10.9 Real Estate Transactions. A vote of two-thirds (2/3) of the members in office of the Board duly recorded showing how each member voted shall be required in order to take action on the following subject: purchase of real property or the sale, mortgage, lease or other disposal of real property.

3.11 Public Officials.

3.11.1 Trustees of the Charter School shall be public officials as that terms is defined in the Public Official and Employee Ethics Act, 65 Pa. C.S. § 1101 et seq.

3.11.2 Trustees shall serve as Trustees without receiving any compensation for their services as Trustees.

3.11.3 Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act. Notwithstanding the foregoing, common interested Trustees may be counted in determining the

presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.

3.11.4 Trustees shall not engage in any of the restricted activities listed in the Public Official and Employee Ethics Act except as permitted by the terms of that act.

3.11.5 Every Trustee of the Charter School shall file with the Charter School completed statements of financial interests for the preceding calendar year no later than May 1 of each year that the Trustee serves as a Trustee and of the year that he or she ceases to be a Trustee.

3.12 Reservation of Powers. None of the following actions may be taken by the Charter School without the prior approval of not less than two-thirds (2/3) of the Board then in office:

- (a) to amend the Articles of Incorporation of the Charter School or these Bylaws;
- (b) to dissolve or liquidate the Corporation;
- (c) to merge or consolidate the Corporation; and
- (d) to convey, sell or transfer substantially all the Corporation's assets.

Section 4. Officers and Agencies

4.1 Number and Qualification. The Officers of the Charter School shall be a President, a Vice President, a Secretary, and a Treasurer. The President, Vice President, Secretary, and Treasurer shall be members of the Board.

4.2 Election. The officers shall be elected annually by the Board at the annual meeting held pursuant to the provisions of Section 3.10.3 of these bylaws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.

4.3 Term of Office. The President, Vice President, Secretary, and Treasurer shall hold office for one year, until his or her qualified successor is chosen at the next annual meeting of the Board.

4.4 President. The President of the Board shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by the Trustees.

4.5 Vice President. The Vice President of the Board shall have and exercise all the powers and duties of the President in his or her absence. The Vice President shall have such other powers and duties as may be determined by the Board.

- 4.6 Secretary. The Secretary shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of the Charter School. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, these bylaws and the names and residence addresses of all members of the Board.
- 4.7 Treasurer. The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall supervise the Chief Executive Officer with regard to those fiscal matters assigned to the Chief Executive Officer.
- 4.8 Other Officers. The Board may elect or appoint such other officers as it deems useful for the proper operation of the Charter School.
- 4.9 Chief Executive Officer. The Chief Executive Officer shall be the administrative head of the Charter School. He or she shall serve in an advisory capacity to the Board and shall report to the Board on all matters relative to his or her duties. The Chief Executive Officer shall be responsible for routine fiscal matters, including receipt of funds (including local, state, federal, and privately donated funds), payment of invoices and contracts as approved by the Board, general bookkeeping and accounting, as well as assistance to the Certified Public Accountant assigned to audit the books of the Charter School.
- 4.10 Bonding of Officers and Employees. The Secretary and Treasurer of the Charter School shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.
- 4.11 Standard of Care for Officers and Trustees. Trustees and Officers have a fiduciary relationship to the Charter School, including in their capacity as members of a committee. Each Trustee and Officer has an obligation to act in good faith, in a manner he or she reasonably believes to be in the best interest of the School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing their duties Trustees and Officers shall be entitled to rely in good faith on information, opinions, reports or statement, including financial statements and other financial data, in each case prepared or presented by:
1. One or more officers or employees of the School whom the Trustee or Officer reasonably believes to be reliable and competent in the matters presented;
 2. Counsel, public accountants or other persons as to matters which the Trustee or Officer reasonably believes to be within the scope of professional competence; or

3. A committee of the Board upon which he or she does not serve, duly acting under the authority of the Board.

Section 5. Parental Involvement

Parental involvement and input in decision-making will be insured through the participation by the parents on designated committees and in special events sponsored by the Charter School. Parents are defined as the parents or guardians of students enrolled in and attending the Charter School.

Section 6. Community Involvement

Community involvement and input in decision-making will be insured through the participation by community members on designated committees and in special events sponsored by the Charter School. A community member is defined as a resident of the Commonwealth of Pennsylvania who is not a parent, student, nor a faculty or staff member of the Charter School.

Section 7. Dues

The Trustees shall not be required to pay any dues or membership fees.

Section 8. Removal of Officers and Trustees

8.1 Officers. Any elected or appointed officer may be removed from office for failure to perform or conduct detrimental to the Charter School by a two-thirds vote of the Board then in office, excluding the officer who is the subject of the vote.

8.2 Trustees. The entire Board may remove a Trustee, with or without cause by a two-thirds (2/3) vote of the Board then in office (excluding the Trustee who is the subject of the vote). In addition, if so decided by the Board, it may remove any Trustee for the following conduct (list is not all inclusive):

- (a) Failure to attend two consecutive meetings without reasonable justification; and/or
- (b) Failure to attend more than three meetings in one fiscal year without reasonable justification.
- (c) Failure to timely file required Statements of Financial Interest.

For conduct detailed in (a) and (b) above, if decided, the Board shall only remove such Trustee by a two-thirds (2/3) vote at the next scheduled meeting of the Board.

Section 9. Personal Liability

9.1 Definitions. For purposes of this Article:

- (a) "Charter School" means the charter school named at the beginning of these Bylaws, and if it is involved in any consolidation or merger, each

- constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;
- (b) “Liability” means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including without limitation, attorneys’ fees and costs of proceedings;
 - (c) “Indemnified Capacity” means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a Trustee, officer, employee or agent of the Charter School; or
 - (ii) at the request of the Charter School, as a Trustee, officer, employee, agent, director, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
 - (d) “Proceeding” means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil, criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Corporation, or otherwise; and
 - (e) “Representative” means any person who: (i) serves or has served as a director, officer, employee or agent of the Corporation; or (ii) has been expressly designated by the Board as a Representative of the Corporation for purposes of and entitled to the benefits under this Section 9.

9.2 Indemnification. Subject to the subsequent provisions of this Section 9.2 and of Section 9.3, the Corporation shall indemnify a Representative against any Liability actually and reasonably incurred by the Representative in connection with any Proceeding in which he or she may be involved as a party or otherwise by reason of the fact that the Representative is or was serving in an Indemnified Capacity, including without limitation, any Liability resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, except to the extent: (a) the conduct of the Representative is determined by a court to have constituted willful misconduct or recklessness; (b) the conduct of the Representative is based upon or attributable to his or her receipt from the Corporation of a personal benefit to which the person is not legally entitled; (c) the liability of a Representative is with respect to the administration of assets held by the Corporation in trust pursuant to Section 5547 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended; or (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful.

The Corporation shall indemnify a Representative under the preceding provisions of this Section 9.2 only if the Representative acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best

interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any Proceeding by judgment, order, settlement or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner that he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceedings, had reasonable cause to believe that his or her conduct was unlawful. Action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner that he or she reasonably believed to be in the best interests of the participants and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the Corporation.

The Corporation shall not indemnify a Representative under the preceding provisions of this Section 9.2 with respect to any claim, issue or matter as to which the Representative has been adjudged to be liable to the Corporation in a Proceeding brought by or in the right of the Corporation to procure a judgment in its favor, unless (and then only to the extent that) the court of common pleas of the judicial district embracing the county in which the Corporation's registered office is located or the court in which the action was brought determines upon application that, despite the adjudication of Liability but in view of all of the circumstances of the case, the Representative is fairly and reasonably entitled to indemnification from the Corporation for the expenses that such court deems proper.

Unless ordered by court, any indemnification of a Representative under preceding provisions of this Section 9.2 shall be made by the Corporation only upon a determination made in the specific case that such indemnification of the Representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the preceding provisions of this paragraph. Such determination shall be made the Member.

To the extent that a Representative has been successful on the merits or otherwise in defense of any proceeding referred to in Section 5741 or Section 5742 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended, or in defense of any claim, issue or matter therein, such Representative shall be indemnified by the Corporation against expenses (including without limitation attorneys' fees and costs of Proceedings) actually and reasonably incurred by such person in connection therewith.

If a Representative is entitled to indemnification under this Section 9.2 in respect of a portion, but not all, of a Liability to which the Representative is subject, the Corporation shall indemnify the Representative to the maximum extent for such portion of the Liability.

- 9.3 Limitation on Indemnification. Notwithstanding any other provision of this Section 9, the Corporation shall not indemnify a Representative under this Section 9 for any Liability incurred in a Proceeding which was initiated by the Representative (which shall not be deemed to include counter-claims or affirmative defenses) or in which the Representative participated as an intervener or *amicus curiae*, unless such initiation of or participation in the Proceeding is authorized, either before or after its commencement, by the Board.
- 9.4 Advancement of Expenses. The Corporation shall pay, in advance of the final disposition of a Proceeding described in Section 9.2 or the initiation of or participation in a Proceeding authorized under Section 9.3, the expenses (including without limitation attorneys' fees and costs of Proceedings) incurred in good faith in connection with such Proceeding by the Representative who is involved in the Proceeding by reason of the fact that he or she is or was serving in an Indemnified Capacity. Such advancement of expenses shall be made by the Corporation upon its receipt of an undertaking, satisfactory to the Corporation, by or on behalf of the Representative to repay to the Corporation the amounts advanced by the Corporation in the event it is ultimately determined that the Representative is not entitled to indemnification under this Section 9.
- 9.5 Insurance. To effect, secure or satisfy the indemnification and contribution obligations of the Corporation, whether under this Section 9 or otherwise, the Corporation from time to time may self-insure, obtain and maintain insurance or letters of credit, create a reserve, trust, escrow, cash collateral or other fund or account, enter into indemnification agreements, pledge or give a mortgage upon or a security interest in any property of the Corporation, or use any other mechanism or arrangement, in such amounts, at such costs, and upon such other terms and conditions as and when the Board shall determine. Absent fraud, the determination of the Board with respect to such matters shall be conclusive against all security holders, officers and directors, and shall not be subject to avoidance or voidability.
- 9.6 Payment of Expenses. A person who is entitled to indemnification or advancement of expenses from the Corporation under this Section 9 shall receive such payment or advancement promptly after the person's written request therefore has been delivered to the Secretary of the Corporation.
- 9.7 Interpretation. The provisions of this Section 9 shall constitute and be deemed to be a contract between the Corporation and its Representatives, pursuant to which the Corporation and each such Representative intend to be legally bound. Each person serving as a Representative shall be deemed to be doing so in reliance upon the rights provided by this Section 9. The rights granted by this Section 9 shall not be deemed exclusive of any other rights to which persons seeking indemnification, advancement of expenses or contribution under this Section 9 may be entitled under any statute, agreement, vote of Directors or disinterested Directors, or otherwise, both as to action in an Indemnified Capacity and as to

action in any other capacity. The rights to indemnification, advancement of expenses and contribution provided by this Section 9 shall continue as to a person who no longer serves as a Representative, and shall inure to the benefit of his or her heirs and personal and legal representatives.

- 9.8** Proper Reliance. An Indemnified Representative shall be deemed to have discharged his or her duty to the Charter School if he or she relied in good faith on information, advice or an opinion, report or statement prepared by:
- (a) one or more officers or employees of the Charter School whom such Indemnified Representative reasonably believes to be reliable and competent with respect to the matter presented;
 - (b) legal counsel, public accountants or other persons as to matters the Indemnified Representative reasonable believes are within the professional expert competence of such persons; or
 - (c) a committee of the Board on which he or she does not serve as to matters within its area of designated authority, which committee he or she reasonably believes to merit confidence.
- 9.9** Binding Effect. All rights to indemnification under this Section 9 shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the Charter School and each Indemnified Representative intent to be legally bound. Any repeal, amendment or modification of this Section 9 shall be prospective only and shall not affect any right or obligations then existing.
- 9.10** Non-exclusive Remedy. The indemnification of Indemnified Representatives, as authorized by this Section 9, shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement or expenses may be entitled under any statute, agreement, vote or disinterested Trustees or otherwise, both as to action in an official capacity and as to action in any other capacity. The indemnification and advancement of expenses provided by or granted pursuant to this Section 9 shall continue as to a person who has ceased to be an Indemnified Representative in respect of matters arising prior to such time, and shall inure to the benefit of the heirs, executors, administrators and personal representatives of such person.
- 9.11** Indemnified Representative. Each person who shall act as an Indemnified Representative of the Charter School shall be deemed to be doing so in reliance upon the rights of indemnification provided by this Section 9.

Section 10. Execution of Instruments

- 10.1** General. All contracts, deeds, leases, bonds, notes, and other instruments authorized to be executed by an Officer of the Charter School shall be signed by the President or Vice President and by the Secretary or Treasurer of the Board, except as the Trustees may generally or in particular cases otherwise determine.

Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Charter School by the Board shall be binding on the school in favor of a purchaser or other person relying in good faith on such instrument, notwithstanding any inconsistent provision of the Charter, bylaws, or votes of the Board.

- 10.2 Guarantees. The Charter School shall make no contracts of guarantee without the affirmative vote of two-thirds of the members of the Trustees then in office.

Section 11. Dissolution

Upon revocation or non-renewal of the Charter School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Charter School, any remaining assets shall be distributed in accordance with the Articles of Incorporation.

Section 12. Amendments

These bylaws may be altered, amended, repealed and replaced by new bylaws by a vote of not less than two-thirds (2/3) of the Board at any annual, regular or called special meeting of the Board provided, however, that notice shall be given in the notice of the meeting to the Trustees that a change to the bylaws will be proposed at that meeting. Failure of a Trustee to object to the lack of such notice shall constitute waiver of the notice requirement.

Section 13. Rules of Procedure

The proceedings and deliberations of the Charter School shall be in accordance with rules adopted and amended by the Board. All matters not governed by such rules shall be governed by the parliamentary practices established by Robert's Rules of Order, Newly Revised.

Section 14. Nondiscrimination

In administering its affairs, including admissions, hiring, and operation, the Board and the Charter School shall not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex, sexual orientation or age.

Adopted this ____ Day of _____, 2011.

APPENDIX C
FINANCIAL SUBMISSION

SOLOMON WORLD CIVILIZATION CYBER CHARTER		2012	2013	2014	2015	2016
		Proforma	Proforma	Proforma	Proforma	Proforma
		Enrollment 400	Enrollment 600	Enrollment 800	Enrollment 1000	Enrollment 1200
Revenue:						
Local -						
	Per Pupil Allocation	3,149,690	4,866,272	6,683,013	8,604,379	10,687,145
	Special Education	1,155,395	1,785,086	2,451,518	3,156,329	3,792,855
State -						
	Start-up Grant	-	-	-	-	-
	FICA	-	-	-	-	-
	PSERS	105,931	244,569	317,984	399,511	477,385
	Facilities Grant	-	-	-	-	-
Other -						
	Consolidated Entitlements-Federal Grants	100,000	154,500	212,180	273,182	327,818
	Student Activity/Other Income	-	-	-	-	-
	Total Revenue	4,511,017	7,050,426	9,664,694	12,433,401	15,285,203
Expense:						
	Total Salaries and Benefits	2,659,167	4,292,125	5,698,243	7,284,282	8,761,427
	% of Revenue	58.95%	60.88%	58.96%	58.59%	57.32%
Contracted Services:						
Professional Services -						
	Business Services	135,331	211,513	289,941	373,002	458,556
	Audit Services	12,000	12,360	12,731	13,113	13,506
	Legal Services	25,000	25,750	26,523	27,318	28,138
	Start Up Services/Curriculum	10,000	25,000	30,000	35,000	40,000
	Professional Consultar ts	25,000	35,000	70,000	90,000	150,000
	Student Internet connections	200,000	360,000	480,000	600,000	720,000
	Professional Development	35,000	42,000	50,400	60,480	72,576
	Payroll Services	3,500	4,000	4,500	5,000	5,500
	Special Ed. Consultant (Evaluation)	30,000	67,500	90,000	112,500	131,250
	Special Ed. Instruction Contracted	60,000	90,000	120,000	150,000	175,000
	Technology/Networking	25,000	31,250	39,063	48,828	61,035
	Security	-	-	40,000	80,000	120,000
	E-Rate	15,000	10,000	10,000	10,000	10,000
	Web Portal & Billing System Costs	144,000	216,000	288,000	360,000	432,000
		-	-	-	-	-
Sub Total		719,831	1,130,373	1,551,157	1,965,241	2,417,561
	% of Revenue	16.0%	16.0%	16.0%	15.8%	15.8%
Student Activity						
	Student Services (Field Trips)	10,000	25,000	50,000	75,000	100,000
	PSSA costs	75,000	77,250	79,568	81,955	84,413
Sub Total		85,000	102,250	129,568	156,955	184,413
	% of Revenue	1.9%	1.5%	1.3%	1.3%	1.2%
Insurance - General Liab, D&O ect.						
	Property, General Liability	18,000	20,700	23,805	27,376	31,482
	All Other	18,000	28,750	33,063	38,022	43,725
Sub Total		36,000	49,450	56,868	65,398	75,207
	% of Revenue	0.8%	0.0%	0.0%	0.0%	0.0%
All Other						
	Public Relations & Marketing	15,000	40,000	75,000	100,000	150,000
		0.3%	0.6%	0.8%	0.8%	1.0%
Consumable Supplies						
	Administrative	\$ 18,000	33,000	52,000	65,000	78,000
		-	-	-	-	-

	Instructional		\$	40,000	75,000	128,000	160,000	192,000
Sub Total				58,000	108,000	180,000	225,000	270,000
		% of Revenue		1.3%	1.5%	1.9%	1.8%	1.8%
Travel, telephone service, printing and shipping								
	Travel			12,000	16,000	20,000	24,000	28,000
	Transportation			20,000	40,000	60,000	100,000	150,000
	Telephone			25,800	39,600	49,800	60,000	70,200
	Printing			20,000	20,600	21,218	21,855	22,510
	Postage & shipping			43,000	63,090	83,183	103,278	123,377
Sub Total				120,800	179,290	234,201	309,133	394,087
		% of Revenue		2.7%	2.5%	2.4%	2.5%	2.6%
Books/Instructional Aids								
		% of Revenue		3.5%	3.4%	3.4%	3.4%	3.3%
Equipment								
	Furniture	New		40,000	20,000	50,000	50,000	50,000
				-	-	-	-	-
				-	-	-	-	-
	Computers	Staff Computers		18,060	43,360	36,760	18,700	18,700
		Student Computers		168,000	252,000	472,000	744,000	440,000
		Networking Server & Software		40,000	60,000	80,000	100,000	120,000
Sub Total				266,060	375,360	638,760	912,700	628,700
		% of Revenue		5.9%	5.3%	6.6%	7.3%	4.1%
Site Costs								
	Building Lease			250,000	309,000	477,405	601,000	764,909
	Rental of satellite Sites			50,000	120,000	140,000	200,000	250,000
	Utilities			45,000	46,350	71,611	90,150	114,736
	Cleaning and Maintenance			45,000	46,350	71,611	90,150	114,736
Sub Total				390,000	521,700	760,627	981,300	1,244,382
		% of Revenue		8.6%	7.4%	7.9%	7.9%	8.1%
Total Disbursements								
				4,509,858	7,038,548	9,654,022	12,424,368	14,635,009
Annual Net Surplus prior to Debt Service								
				1,159	11,878	10,672	9,033	650,195
Debt Repayments								
		<i>Debt Service Coverage Ratio</i>		-	-	-	-	-
Total Expenditures after debt service								
				4,509,858	7,038,548	9,654,022	12,424,368	14,635,009
Beginning Net Surplus after Debt Service								
				-	1,159	13,037	23,710	32,743
Annual Net Surplus after Debt Service								
				1,159	11,878	10,672	9,033	650,195
Ending Fund balance Surplus(shortage)								
				1,159	13,037	23,710	32,743	682,937

1,159 11,878 \$ 10,672 9,033 650,195

APPENDIX D

RESUMES

FOUNDERS WHO ARE ALSO

BOARD OF DIRECTORS

CURRICULUM VITAE STEPHEN CRANE



EDUCATION

B.S. University of Pennsylvania

RECOGNITIONS

News Editor, *Daily Pennsylvanian* 1966-67
President, Chester – Delaware County Homebuilders Association 1978-80
Sponsor, Ethiopian Refugees 1978-82
Board Member, various PTO's 1974-94
Executive Board, Interfaith Taskforce for America and Israel (ITAI) 2004-11
Co-Founder Solomon World Civilization School (in formation)

WORK EXPERIENCE

President, Various partnerships, a number of companies involved in real estate construction, development, renovation, building management, and specialty financing. 1970-present

- Concepts Identify opportunities commensurate with resources, develop plans for activation, involve relevant parties, reduce complex ideas to operating directives.
- Writing Compose proposals, business plans, requests, brochures, operation plans, legal documents, solicitations, and explanations.
- Direction Obtain approvals; build roads, infrastructure, houses and apartments; make financial decisions as a borrower and as a lender; supervise contractors.
- Coordination Satisfy arrangements between contractors, banks, customers, authorities, advisors, successes or errors, partners, and communities.

President, Pavilion Press 1999 – present

- Supervise creation of various book series including 130 volumes of Horatio Alger, 14 volumes by and about Jane Austen, 40 books for children and easy-readers, a couple of dozen on United States history including Theodore Roosevelt selections, military books, and others.

PUBLICATIONS

- *Survivor from an Unknown War* (biography), Diane Publishing Co., 1999
- *Horatio Alger Jr.: A Century of Covers and Illustration*, ed., Pavilion Press, 2002
- *Jane Austen – Great Illustrations*, ed., Pavilion Press, 2003
- *Wolfowitz on Point*, ed., Pavilion Press, 2004
- *Captured PLO Documents* ed., Pavilion Press, 2004
- *Anti-Federalists*, Pavilion Press, ed., 2004
- *Jewish German Revolution*, Pavilion Press, 2011

Nom de Plume: Lee Crane

COMPUTER SKILLS

Quark XPress; Photoshop; Word, Excel, and PowerPoint.

OTHER SKILLS

writing, editing, researching, organizing

CHARLES KAHN, JR.

EDUCATION:

CHELTENHAM HIGH SCHOOL	GRADUATED 1942 RECEIVED AMERICAN LEGION AWARD
FRANKLIN AND MARSHALL COLLEGE	BACHELOR OF SCIENCE IN ECONOMICS - 1947
MILITARY SERVICE	U. S. MARINE CORPS 1943 -- 1946
MARITAL STATUS	BARBARA ROTHSCHILD -- 1946 FOUR CHILDREN SIX GRANDCHILDREN
BUSINESS	KAHN & CO. -- 1947 TO PRESENT COMMERCIAL AND INDUSTRIAL REALTOR LICENSED REAL ESTATE BROKER -- PA, AND N. J. LICENSED INSURANCE BROKER -- PA

PROFESSIONAL ORGANIZATIONS

AMERICAN SOCIETY OF APPRAISERS	PAST CHRMN. PHILA. CHAPTER AND SENIOR MEMBER -- SINCE 1965
INSTITUTE OF REAL ESTATE MANAGEMENT	FORMER CHRMN. PHILA. CHAPTER MEMBER - 1952 TO PRESENT
NATIONAL ASSOCIATION OF REALTORS	MEMBER -- 1949 TO PRESENT DIRECTOR -- 1977 - 1980
PA. ASSOCIATION OF REALTORS	PRESIDENT -- 1980 DIRECTOR -- 1976 TO PRESENT REALTOR OF THE YEAR -- 1982
PHILADELPHIA BOARD OF REALTORS	MEMBER -- 1949 PRESIDENT -- 1976
TRISTATE REALTORS COMMERCIAL ALLIANCE	FOUNDING MEMBER
URBAN LAND INSTITUTE	MEMBER 1954

RELIGIOUS AND CIVIC ORGANIZATIONS

ABINGTON TWP. ECONOMIC DEVELOPMENT	CHARTER MEMBER – 1994 TO PRESENT
ABINGTON TWP. ZONING BOARD	PAST CHRMN. AND MEMBER – 1963 – 1989
AMERICAN JEWISH COMMITTEE – PHILA.	CHAIRMAN -- 1966 - MEMBER -- 1948 TO PRESENT
BACHARACH INSTITUTE FOR REHABILITATION POMONA, N. J	BOARD MEMBER – 1965 – 2002
BENEFICIAL BANK	BOARD MEMBER 1974 TO PRESENT
BIG BROTHER'S ASSN.	AWARD – OUTSTANDING BIG BROTHER -- 1958
B'NAI B'RITH	LIFETIME ACHIEVEMENT AWARD – 1998
CHAPEL OF FOUR CHAPLAINS	EXECUTIVE COMM. AND TRUSTEE MEMBER – 1950 TO PRESENT GOLD MEDAL AWARD – 1975
CITY OF HOPE	HUMANITARIAN AWARD – 1982
EASTERN SERVICE WORKERS	BOARD MEMBER
FEDERATION HOUSING , INC.	BOARD OF DIRECTORS – 1983 – 1993
FEDERATION OF JEWISH AGENCIES	BOARD MEMBER -- 1983 TO PRESENT CHAIRMAN – REAL ESTATE COMM. – 2006 TO PRESENT
FOX CHASE CANCER CENTER	BOARD OF ADVOCATES -- 1989 – 1995
HOLY REDEEMER HOSPITAL	CHAIRMAN ADVISORY BOARD -- 1975 – 1976 CURRENTLY CHAIRMAN FACILITIES COMM. GOVERNANCE COMM. MEMBER AWARD OF EXCELLENCE – 1997
JAFFA INSTITUTE	AWARD – 2003
INTERFAITH TASKFORCE For AMERICA and ISRAEL	BOARD CHAIR and MEMBER - 2004 to PRESENT

JEWISH ARCHIVES	EXECUTIVE COMM. 1970 TO PRESENT
JEWISH COMMUNITY RELATIONS COUNCIL	DIRECTOR AND FORMER SECRETARY MEMBER 30 YEARS
MERCY VOCATIONAL HIGH SCHOOL	BOARD – 1983 TO PRESENT WORK OF MERCY AWARD – 2001
MONTGOMERY CO. COMMUNITY COLLEGE	FOUNDING BOARD MEMBER - 1964 TO PRESENT
MOSS REHAB HOSPITAL	BOARD OF MANAGERS – 1957 – 1995
PENN STATE UNIVERSITY – OGONTZ CAMPUS	ADVISORY BOARD – 1993 TO PRESENT
PHILADELPHIA CO. MEDICAL SOCIETY	HEALTH SERVICE AWARD – 1979
PHILADELPHIA JEWISH ARCHIVES	FOUNDING MEMBER – BOARD MEMBER TO PRESENT
POLICE ATHLETIC LEAGUE	BOARD MEMBER AND VICE CHAIRMAN EXECUTIVE COMM.- 1985 TO PRESENT HALL OF FAME AWARD – 2000
REFORM CONGREGATION KENESETH ISRAEL	HONORARY TRUSTEE – ELECTED 1991
ST. JOSEPH'S MANOR	BOARD CHAIRMAN – 1988 – 1989
ST. JOSEPH'S PREP	BOARD MEMBER – 1995 – 2001
ST. JOSEPH'S UNIVERSITY	BOARD MEMBER AND EXECUTIVE COMM. – 1985 - 1994 JEWISH – CATHOLIC INSTITUTE – CO – CHAIRMAN
YMCA OF ABINGTON	CHAIRMAN – 1970 MEMBER BOARD OF MANAGERS SINCE 1960
YMCA OF METROPOLITAN PHILADELPHIA	EXECUTIVE COMM. 1975 TO PRESENT CHAIRMAN'S AWARD - 2002

Jerry Hecht



Born in Philadelphia in the 1942

1961 Graduated from Temple University High School

During my HS years I learned trade of upholsterer as after school job

1961 Graduated from Gratz Hebrew College with Normal degree in teaching

1961-1966 University of Philadelphia- received a BS in Business Administration with a majors in Accounting and History in 1966

1963-1966 During college years worked as part time Philadelphia Taxi Driver

1966-1970 Internal Revenue Service Field Agent specializing in Corporate and fraud audits.

1970-1987 CEO of Aluminum Frame Company of America, commercial art wholesaler and manufacturer of metal picture frames.

1982 to present work for Philadelphia Municipal Court

1988-1999 Sales Manager for American Long Lines, telecommunication services.

1999-present, Self Employed communication consultant, Telecom Mavin

2004-present- Board member of Historic B'nai Abraham Synagogue.

RESUME

STEVE MAC



Steve Mac is an American success story. He emigrated from Vietnam as a teenager in 1980. The opportunity in the United States inspired him and so, through hard work, education, and an eye for self-improvement, he became a skilled technician, a valued employee, and finally an entrepreneur. His service enterprise attracts customers in droves from Chinatown in Philadelphia and then again from a wider multi-county area. He desires to keep these opportunities open for his children, starting with education.

BORN IN VIETNAM, 1963

EMIGRATED TO THE UNITED STATES, 1980

GRADUATED FROM LINCOLN TECH

WORKED AS A SERVICE MECHANIC AND SUPERVISOR FOR FIRESTONE UNTIL 1999

OWNER, S&B SERVICE, 1999 – PRESENT

PRESIDENT, HIP SING ASSOCIATION. THIS IS A CENTURY OLD ORGANIZATION THAT IN RECENT YEARS HAS UNDERTAKEN LARGE-SCALE HELP FOR THE CHINESE-AMERICAN COMMUNITY.

ADVISOR, CHINESE BENEVOLENT ASSOCIATION. FORMALLY ESTABLISHED IN 1882, THIS IS A WELL-RESPECTED GROUP THAT WORKS FOR THE GOOD OF ITS COMMUNITY, ACTING AGAINST DEFAMATION, HELPING IMMIGRANTS, AND HELPING WITH UNFORTUNATE CIRCUMSTANCES.

MEMBER, CANTON ASSOCIATION.

BOARD MEMBER, PHILADELPHIA LION'S CLUB

MABEL CHI CHAN



BORN IN CHINA

IMMIGRATED TO THE UNITED STATES

FOUNDED FAMOUS PHILADELPHIA CHINATOWN RESTAURANT In 1984, with her parents, Ms. Chan started the restaurant and specialized in Cantonese-style cooking. The restaurant is also known for its dim sum menu.

PRESIDENT AND OWNER, JOY TSIN LAU restaurant in Chinatown

PRESIDENT OF “ CHINESE BENEVOLENT ASSOCIATION “ which is formed by nine associations in the Chinese community and also the oldest association in Chinatown.

Goal: Unite the Chinese people and be the voices for the Community.

Assistance for the new immigrants for jobs and legal advices.

Fund raising for the Community.

Establish the relationship with the Government for the community.

Establish relationship with the Chinese Government for the community.

Achieve: Fund raising for China Szechuan earth quake victims

Fund raising for Haiti earth quake victims

Founder of the Chinese May flower parade

I believe our community is getting stronger every day through all the support from all of our leaders. They have been working day and night to develop and out reach for our community.

FOUNDERS WHO ARE NOT

BOARD OF DIRECTORS

Michael Whisman, CPA



Michael is licensed as a Certified Public Accountant (CPA) who has represented charter schools since the inception of the PA Charter Schools Act of 1997. Michael's introduction to charter schools began in 1997 when he served as the auditor for the first school granted a charter in Philadelphia. At this time, he was a manager at a national public accounting firm where he specialized in providing auditing and consulting services to charter schools. Michael's list of clients included Charter Schools in Pennsylvania, Arizona and Washington D.C.

In 2004, Michael co-founded Charter School Choice (CSC). Since 2004, CSC has become know state wide as the leader in providing business and consulting services to charter schools in the PA. Currently, CSC services over 30 charter schools. Michael has testified numerous times on the topic of cyber charter school funding at the Commonwealth of Pennsylvania- House of Representatives- Committee on Education. Michael is very much committed to the success of the charter school movement.

Harold Kurtz, EdD



Dr. Kurtz holds an Ed.D. in Administration from the University of Pennsylvania, where he studied administration, curriculum and reading.

He received his BS from Temple University in Business Education and his MS in Education from Temple. He has been a teacher in a High School, an Elementary Principal and as Superintendent of Schools. Since 2000, he has helped to design and establish more than 20 charter schools across the country. He has personally written and helped open 7 charter schools in Pennsylvania in the last 3 years. Dr. Kurtz is committed to designing the school's learning plan, academic accountability plan, governance training, administrative mentoring and curriculum.

Curriculum Vita
Marci A Perlstadt



Educational Background:

B.S. 1972 Tufts University

M.S. 1973 Stanford University

Ph.D. 1978 University of California, Berkeley

Employment History:

Associate Professor, Drexel University 1988-present

Assistant Professor, Drexel University 1982-88

Assistant Professor, Georgia Institute of Technology 1978-82

Member of Technical Staff, Picture Processing Group- Summer 1975

Bell Labs

Teaching and Research Assistant, 1974-78
University of California, Berkeley

Publications:

Sampling schemes for Fourier transform reconstruction, *SIAM J. Alg. Disc. Meth.*, 2 (1981), 176-191.

Differential operators commuting with finite convolution integral operators:some non-abelian cases (with F.A. Grunbaum and L. Lonfhi), *SIAM J. Appl. Math.*, 42(1982), 941-955.

Chopped orthogonal polynomial expansions-some discrete cases, *SIAM J. Alg. Disc. Meth.*, 4(1983), 94-100.

A property of orthogonal polynomials with polynomial duals, *SIAM J. Math. Anal.*, 15 (1984), 1043-1054.

Polynomial analogs of prolate spheroidal wave functions and uncertainty, *SIAM J. Math. Anal.*, 17 (1986), 240-248.

Some recurrence relations for sums of powers of binomial coefficients, *J. Number Theory*, 27 (1987), 304-309.

Oscillation properties for some polynomial analogs of the prolate spheroidal wave functions, *SIAM J. Math. Anal.*, 19 (1988), 751-761.

Restricted polynomial expansions and approximation, *J. Comp. Appl. Math.*, 40 (1992), 127-135.

Review of *She Does Math*, *Mathematical Intelligencer*, 19, 1997, 69-71.

In preparation: *The Math Wars: A Parent's Survival Guide*

Current Fields of Interest: special functions, combinatorics, mathematics education

Research Grants and Contracts Administered:

1980-81 Principal investigator, Army Research Office

1983-85 Principal investigator, National Science Foundation

1988 Equipment grant, National Science Foundation

Meetings and Symposia:

Invited:

AMS Meeting, Special Session on the Interaction of Harmonic Analysis and Signal Processing, Baltimore, January, 1992.

ECE Dept. Drexel University, May 1987.

University of California, Berkeley, July, 1985

N.S.F.-C.B.M.S. meeting, Arizona State University, May 1985.

MACSYMA User's Group, Villanova University, February, 1985.

Temple University, November 1984.

U.S.N.A., Annapolis, October, 1983.

AMS meeting, panel discussion (AWM), January, 1983.

University of Delaware, February, 1982.

Loyola University(Chicago), January, 1982.

Hofstra University, March, 1981.

San Francisco State University, March, 1981.

San Jose State University, April, 1978.

Contributed:

AMS meeting, January, 1986.

AMS meeting, January, 1984.

SIAM meeting, June 1983.

AMS meeting, January, 1982.

AMS meeting, January, 1981

AMS meeting, January, 1980

Courses Taught:

Undergraduate: calculus, multivariable calculus, linear algebra, differential equations, abstract algebra, real analysis, introduction to proof, number theory, numerical analysis, complex variables, approximation theory, mathematical foundations of computer science, optimization, discrete math

Graduate: abstract algebra, numerical analysis, linear algebra, real analysis

Committees and service

Faculty advisor to Pi Mu Epsilon (mathematics honorary society), 1982-96

Member, Mathematics Curriculum Committee, 1985-96, 2005-

Chair, Graduate Qualifying Exam Committee, 1990-91

Member, Ad Hoc Committee on Employee Benefits, 1991

Member, Planning Committee for the MAA meeting hosted at Drexel, November, 1991.

Chair, Tenure and Termination Committee, 1992-94

Referee, Pacific J. of Math 1992-3

Chair, Mathematics Curriculum Committee, 1993-96

Member, Mathematics Operating Committee, 1993-95.

Member, AMS committee on Pi MU Epsilon, 1994-96

Organizer for Alumni Speaker Series, 1994-99

Teacher Workshops, 1998-

Coach, Masterman High School Math Team-2000-2005

Professional Societies:

American Mathematical Society

Mathematical Association of America

Association for Women in Mathematics

JOSEPH PUDER



Joseph Puder has devoted his career to the betterment of non-profit organizations. He has held responsible positions in a number of these entities.

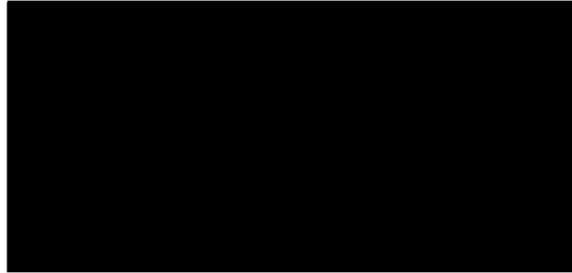
After graduating from Portland State University, he did graduate work at Columbia University School of International Affairs, and also at Seton Hall University. He joined the faculty of Portland State to teach courses on the Middle East.

He continued his career as the National Director of Americans for a Safe Israel, based in New York. He then hosted various radio shows where he interviewed a number of world leaders and commented on international events. Among the leaders were President Clinton and Prime Minister Shamir. The stations included WMCA in New York, WNTR in Washington, and WNWR in Philadelphia. He went on to serve as an executive for the American Jewish Congress in Philadelphia. Mr. Puder has been a guest on the McNeil-Lehrer News Hour, CBS Nightwatch and various other programs throughout the United States.

Mr. Puder writes a weekly column on international affairs with particular emphasis on the Middle East. The commentaries have appeared in the Philadelphia Bulletin, Front Page Magazine, and Pajamas Media.

Joseph Puder is the founder of the interfaith Taskforce for America and Israel (ITAI), based in Philadelphia and currently serves as its executive director.

Dr. Saundra Sterling Epstein



WORK EXPERIENCE:

Director, BeYachad. A program to bring best educational practices and Jewish education together, June, 1992 through present.

- Tasks include development and publication of curriculum materials for Judaic and general studies, staff development and training, consultation in a variety of educational and administrative matters, work with schools on the diagnosis of educational challenges and implementation of educational change and new programming, and all areas of educational improvement. This work has been done in schools and communities throughout North America and beyond. Teaching a variety of groups in different settings, including middle and high school classes at Akiba Hebrew Academy in Merion Pa. (1994 - present) and Jewish Community High School Rothbart On-Line at Gratz College (2006); elementary and middle school classes at Abrams Hebrew Academy in Yardley, Pa. (1991 - 1994); and University Master level classes at Baltimore Hebrew University (1998) and PARDES in Jerusalem, Israel (Summer, 2005) as well as at Gratz College, in their Masters and Doctoral programs. Extensive teacher training of new Jewish educators and students in graduate programs at PARDES and Hartman Institutes in Jerusalem. Involvement with communities and projects is often intensive and can range from several months to three years. Schools included are affiliated with the Reform Day School Movement (PARDES), Solomon Schechter Day Schools, Chabad, RAVSAK, and Torah U'Mesorah as well as independent schools and communities. While the majority of this work has been with day schools, afternoon schools and other settings have been included as well.

Akiba Hebrew Academy (now known as Barrack Hebrew Academy), 1994 - present (see above)

- Teacher of many Jewish Studies and advanced text courses, curriculum development and interdisciplinary work, teacher training/mentoring, also Curriculum Director (2006 - 2007)

Adjunct Consultant, Jewish Education Service of North America, 1989 - 1998.

- Work in communities throughout North America on a variety of issues, including those indicated above and development of Board structures, implementation of creative structures of educational leadership, negotiating cooperative relationships between different segments in communities, lecturing on a variety of topics, development and publication of comprehensive community reports and studies as well as curriculum materials.

Executive Director, Bureau of Jewish Education of Mercer and Bucks Counties, July, 1987 - June, 1992.

- All tasks associated with the running of a full service Bureau in working in all educational, administrative and supportive matters with day schools, afternoon schools, early childhood

programs, adult education programs, informal educational programming, other communities' agencies (e.g. Hillel, JCRC), community wide inter-faith initiatives, and educational director for the community at large. Also, administrative tasks of budgeting, development and implementation of new programming, negotiation for and advocacy of educational agenda items for Federation, and acting as community educator.

Education Director, Board of Jewish Education of United Synagogue of Delaware Valley Region, July, 1984 - June, 1987.

- Portfolio similar to that of above position; scale of involvement focused primarily on formal educational programs; due to the fact that this position was held before the inception of the Auerbach Central Agency for Jewish Education (Philadelphia), this office functioned as a Central Agency for the Greater Philadelphia area in the absence of any such agency.

Education/Youth Director, Beth Shalom Congregation, Elkins Park, Pennsylvania, July, 1980 - June, 1984.

- All tasks associated with running various educational and informal programming departments for approximately 600 students and their families, including several Hebrew school programs and departments, active youth department, athletic programming, several other departments and serving as Education Director for entire congregation of 1100 families.

Educational Consultant, Department of Community Services of Gratz College and Board of Jewish Education of Delaware Valley Region, Philadelphia, Pennsylvania, January, 1979 - June, 1987.

Additional teaching and curriculum development experience in several settings from 1974 - 1980, including supplementary elementary and high schools (M. David Hoffman Regional Hebrew High School, Ner Zedek Congregation, Gratz Hebrew High School, Ohev Shalom Congregation, School of Observation and Practice of Gratz College), Jewish day schools (Solomon Schechter Day Schools of Greater Philadelphia and Trenton Hebrew Academy a.k.a. Abrams Hebrew Academy), public school (George Washington High School, Philadelphia). Administrative internship was completed in Haverford School District (Pennsylvania) in spring, 1977.

EDUCATION:

- Ed.D., University of Pennsylvania Graduate School of Education. Area of Study: Curriculum Development in Jewish Education, June, 1983. Dissertation: A Needs Assessment Approach to Curriculum Development in Jewish Education. Additional areas of concentration: Psychological Services and Assessment. School Administration, and Biblical and Rabbinic Texts. Completed internship in the Assistant Superintendent's office of Dr. Gerald Hogan in Haverford School District, worked with ECRI, Math Enrichment program and other curricular programming.
- M.S. in Education, University of Pennsylvania Graduate School of Education, May, 1976.
- B.A., University of Pennsylvania. Magna cum Laude and Departmental Honors, June, 1975. Major: Judaic Studies. Areas of Concentration: Hebrew Language, Hebrew Literature, Bible, Rabbinic Texts, History, Mysticism and Hassidism, Religious Philosophy.

CERTIFICATIONS:

- Requirements completed for State of Pennsylvania Curriculum and Administration Certification (never received due to lack of intent to work in general education), May, 1977.
- State of Pennsylvania Secondary Foreign Language Teacher License in Hebrew, French

- (received but never used, due to lack of intent to work in general education), May, 1976.
- Bachelor of Hebrew Letters Equivalent, Permanent B Teacher License, Jewish Education Service of North America, September, 1979.
- Permanent Principal License, Jewish Education Service of North America, June, 1983.
- Permanent A Teacher License, Jewish Education Service of North America, January, 1984.

HONORS AND CITATIONS:

- Initiated into Mortar Board International Women's Honor Society, May, 1974.
- Recipient of National Hillel Service Key, May, 1975.
- Initiated into Pi Lambda Theta International Women's Honor Society, May, 1977.
- Initiated into Phi Delta Kappa International Honor Fraternity in Education, May, 1977.
- Listed in Outstanding Young Women in America, 1980.
- Listed in Who's Who in World Jewry, 1981.
- Honored for service as Education/Youth Director, Beth Sholom Congregation, 1984.
- Recipient of grant and honor citation from Second Generation Holocaust Survivors Group for curriculum work in teaching of Holocaust to various aged groupings, 1986.
- Recipient of major full time multi-year grant to do work in Integrated Curriculum Development in Jewish Day Schools by Jim Joseph Foundation, 1991; this is the beginning of BeYachad.
- Honor Citation by Bureau of Jewish Education of Mercer and Bucks Counties, 1992.
- Honor Citations by several communities in which work was done as director of BeYachad.
- Grinspoon-Steinhardt Excellence in Jewish Education National Award, 2004.
- Recipient of grant from Hartman Institute of Jerusalem to develop "Homosexuality and Jewish Tradition: A Curriculum for Jewish Day High Schools"
- Recipient of grant to develop Israel dialogue curriculum for use in a variety of educational settings by Jewish Federation of Greater Philadelphia, 2006.
- Named a Tichon Fellow by Hartman Institute of Jerusalem, 2007; completed program in July, 2009.

ORGANIZATIONAL AFFILIATIONS:

- Coalition for the Advancement of Jewish Education, 1977 - 2005. Board membership, conference planning committees, initiation of creative programming including Israel-American Dialogue, Think Tank Program, Symposium on Jewish Unity, and Day School conferences.
- Jewish Educators Assembly, 1983 - 1991, Chairman of several national conferences.
- Union for Traditional Judaism, Board member 1986 - 1991 and chair of national conference.
- Presently member of Young Israel of Elkins Park (2000 - present) and B'nai Israel-Ohev Tzedek (1978 - present). Board positions and involvements in other organizations.

ADDITIONAL WORK PROJECTS:

- Publications, books and articles on a variety of topics, listing is available upon request.
- Keynote addresses, lectures and in-service work shops; listing is available upon request.
- Curriculum writing and community studies, references available upon request.
- Work with dialoguing and conflict resolution to promote understanding amongst different groupings within the Jewish community and among religious communities; prejudice reduction education

PERSONAL INFORMATION:

- Born: December 17, 1953
- Married to Dr. Kenneth Rosenstein, a psychiatrist
- Children are Yoella Leah, Talia Ahuva, Rachel Sharona, and Raphael Micha (Brian)
- Additional involvements and interests: learning and "facilitating" shiyurim/classes on a variety

of texts and topics,; work on a variety of Jewish community efforts, especially those involving Unity and Pluralism; advocacy for adoption of children from lands of distress;
"madricha"/counselor for a variety of life cycle events – especially women who are converting to Judaism, acquisition of a divorce within the framework of Jewish law and preparation of girls for Bat Mitzvah.

References and listing of publications furnished upon request.

Jack Bershad, Esq. Mr. Bershad has a distinguished career in law and has served on some of the most essential boards and organizations in Philadelphia and elsewhere including the Philadelphia Museum of Art, Philadelphia Opera Company, Middle East Forum, Ben Gurion University, and the Philadelphia Chamber Music Society.

Julie Wong. Ms. Wong is a large factor in the Philadelphia real estate scene, specializing in commercial projects. In addition she was President of both the First Asian Bank and United Heritage Bank. Her community service includes the American Red Cross, United Way, Temple School of Pediatric Medicine, Please Touch Museum, Children's Village, and the Chinese American Chamber of Commerce.

Dr. Kenneth I. Rosenstein, Md. Geriatric Psychiatry practice at Einstein Hospital, Associate Professor of Psychiatry. Thirty years of experience in all areas of psychiatric care and support

APPENDIX E
LETTERS AND OTHER EVIDENCE OF SUPPORT

KAHN & CO.

Realtors

123 S. BROAD STREET
SUITE 1832
PHILADELPHIA, PA 19109-1026

CHARLES KAHN, JR.

(215) 735-9800
FAX (215) 735-4717
E-MAIL: ckahnjr@kahnandco.com

September 30 2011

Commonwealth of PA
Department of Education
Harrisburg, PA 17126

RE: SOLOMON CHARTER SCHOOL

Ladies and Gentlemen:

I am Chairman of the Board of KAHN & CO. Most of our business is done in the Metropolitan Philadelphia area and all of it is within the Commonwealth of PA except for one minor property.

We have been in business for over (100) years and are a fourth generation firm.

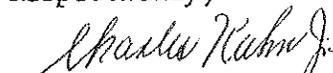
I serve on the Board of approximately (20) institutions, mostly in the Philadelphia area, including the following: Beneficial Bank - Board of Directors, Greater Phila. Board of Realtors - Past President and Life Member, PA. Assn. of Realtors - Member since 1949 and President in 1980, Young Men's Christian Assn. - Executive Committee and Board of Directors, Police Athletic League of Phila. - Executive Committee and Board Member, Mercy Vocational High School - Board Member for over (20) years.

Because of my commitment to these institutions and many others in the Philadelphia area, I am interested in the health, education and welfare of all young people. I heartily subscribe to the concept of the Solomon Charter School as proposed.

The mixing of the Hebraic culture and Chinese training is a tremendous addition to the growth of young people and I am honored to be part of it.

I respectfully request that you actively consider this School as setting a ground breaking example for other such Institutions.

Respectfully,


Charles Kahn, Jr

美國費城中華公所
CHINESE BENEVOLENT ASSOCIATION
OF GREATER PHILADELPHIA, INC.

930 RACE STREET
PHILADELPHIA, PA 19107

9/9/2011

To: Solomon Charter School
1213 Vine St.
Philadelphia, PA 19107

Dear Members of Solomon School and other Interested Parties,

The Chinese Benevolent Association of Greater Philadelphia has been interested in the Solomon Charter School since first hearing about it a year ago. This effort is very much welcome and needed in Pennsylvania and is presently missing from the education opportunities in the Commonwealth. This would apply to many places, including, for instance, Philadelphia, where we have been looking for a school attentive to the neighborhood needs.

Our association provides social services, personal and commercial conflict resolution, promotion of Chinese tradition, help for immigrants, charity, youth service, and advocates for small business. There are Benevolent Associations throughout the country and have been formalized since the late 1800's. All of these services will be available to Solomon School. In addition, we will help organize exchanges with Asia.

With a Warm Welcome,



Mabel Chi Chan, President



醉仙樓酒家

Joy Tsin Lau Chinese Restaurant
1026-28 Race Street • Philadelphia, PA 19107

9/10/2011

Pennsylvania Department of Education
Harrisburg, PA

Re: Solomon Charter School Application

Dear Members,

Joy Tsin Lau Chinese Restaurant is an icon of the Pennsylvania culinary community. We are very active in supporting the community and host many meetings and dinners for worthy causes. The proposed Solomon cyber school is a program much needed in the Commonwealth and we especially appreciate the emphasis on quality education and Asian culture.

Therefore our restaurant not only endorses the school, but actively works towards its establishment. We have and will continue to host events to help this initiative.

Sincerely,



Mabel Chi Chan
Owner



9/5/2011

Pennsylvania Department of Education
333 Market Street
Harrisbury, PA 17126

Solomon Charter School
1213 Vine St
Philadelphia, PA 19107

RE: NEW SCHOOL

Thank you all for your efforts to form a new cyber charter school. We support the effort and with this letter offer our partnership and help.

We are the Pennsylvania branch of the Hip Sing Association. Our mission is to support the Chinese culture and community. As such we are very interested in the prospect of the Solomon Charter School and intend to offer it every assistance. Our expertise would be in cultural events and education, correspondence with other Hip Sing branches, and community involvement.

Steve Mac
President

A handwritten signature in black ink, appearing to be 'Steve Mac', is written over the printed name and title. The signature is fluid and cursive, with a long horizontal stroke at the end.

STEVEN DICKSTEIN, ESQUIRE

1617 John F. Kennedy Boulevard, Suite 1010

Philadelphia, PA 19103

215-568-5300

215-568-0709 Facsimile

September 20, 2011

Commonwealth of PA
Department of Education
Harrisburg, PA

Re: **Solomon Charter School**

Dear Sir or Madam:

Please consider this a letter of support for the Solomon Charter School, the curriculum for which will emphasize the teaching and speaking of Mandarin Chinese and Hebrew, as well as the cultures in which those languages predominate.

My support is for two reasons: first, our world has been made markedly smaller by technological advancement, and anything we can do to prepare our children to feel more comfortable with foreign cultures will redound to America's profound benefit.

Secondly, we Americans have an embarrassing ignorance of second languages. In fact, I'm often dismayed by how poor a grasp indigenous Americans have of our *own* language. Multilingualism is the rule, rather than the exception, almost everywhere in the world—except here. Anything that we can do to promote multilingualism will enrich our children—and allow us the opportunity to compete on the world stage.

I very much look forward to the contribution Solomon Charter can make to our community—and country.

Sincerely,



Steven Dickstein

TELECOM MAVIN
P.O. BOX 342
LAFAYETTE HILL, PA 19444
800-784-0001

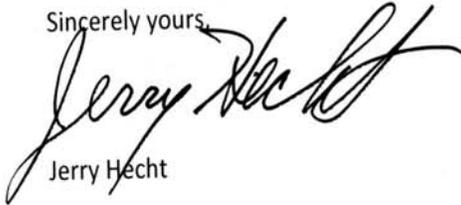
September 20, 2011

Commonwealth of Pennsylvania
Department of Education
Harrisburg, PA

Solomon Charter School
1213 Vine St.
Philadelphia, PA 19107

Thank you for your work in forming a new charter school. I support your efforts and offer my services as a communications provider to help put this new school on the educational map in Philadelphia. Both the Jewish and Chinese communities will benefit greatly from the creation of the school. Learning about their cultures will help instill pride and understanding in the students of what their fathers and the forefathers of our country have accomplished. What a wonderful idea,

Sincerely yours,



Jerry Hecht

PAVILION PRESS, INC.
1213 VINE STREET
PHILADELPHIA, PA 19107
215 740 5082
215 569 9779
FAX 215 569 8814
www.pavilionpress.com

Solomon Charter School
1213 Vine Street Suite 209
Philadelphia, PA 19107

Dear Charter School Founders,

We have followed with great interest the progress made in establishing the Solomon Charter School. We believe it serves the interest of students in Pennsylvania and therefore, we wish to support it in any manner we can.

Please be aware that, as a publisher, we can time and other resources to your printed needs, including training of students. Should you decide to publish books by faculty or students, we stand ready to assist.

Kindly keep us informed of the progress of this most worthy endeavor.



Stephen Crane
President

ACHIEVE MANAGEMENT, INC.
911 BOWMAN AVE.
WYNNEWOOD, PA 19096
215 569 9779
FAX 569 8814

8/15/2011

Commonwealth of Pennsylvania
Department of Education
Harrisburg, PA

Regarding Solomon Cyber Charter School

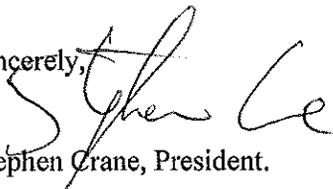
Dear Department Members,

We enthusiastically support the efforts of the Commonwealth citizens to install a new charter school, Solomon Charter, to add to the education alternatives in Pennsylvania.

As a real estate management company we offer our services and advise at no charge to the new school. This would involve anything from advice on facilities and leases to alterations and maintenance.

The school as proposed brings many attributes to the education landscape including community spirit, cyber opportunities, a unique blend of cyber and brick facility, and emphasis on civics and civil society.

Sincerely,


Stephen Crane, President.



BUILDING AND UNITING OUR COMMUNITY

WWW.DAVAIUSA.ORG

*Solomon Charter School
1213 Vine St. Suite 209
Philadelphia, PA 19107*

Dear Department Members,

On behalf of DAVAI! Association, a Greater Philadelphia Community nonprofit organization, I would like to express our support for your efforts to establish the new charter school, which will provide unique and valuable educational opportunities to members of our community. The school's talented and dedicated founding staff, its cyber focus, religious toleration and concentration on community among other attributes are very important and will serve to improve our community, in addition to providing excellent education to students who attend the school.

Sincerely,

A handwritten signature in blue ink, appearing to read "DM", is written over a faint, larger version of the signature.

Dmitry Moverguz

*Executive Director
DAVAI! Association*

DAVAI! Association: 288 Nandina St. Philadelphia, PA 19116

(1) 267-251-5521 www.DavaiUSA.org info@davaiusa.org

Vital

C • O • N • N • E • C • T • I • O • N • S I • N • C

Newspapers "ADVERTISMENT & LIFE"
(NJ, Greater Philadelphia, Greater Washington,
Greater Baltimore, VA)
Newspaper "JEWISH LIFE" (Greater Philadelphia)

1051 County Line Rd., Unit 111, 112
Huntingdon Valley, PA, 19006
Tel: (888) 349-8877, Tel: (215) 354-0844
Fax: (215) 354-1323
E-mail vitalc@comcast.net



To: Solomon Charter School
1213 Vine St. (office)
1225 Vine St. (school)
Philadelphia, PA 19107

10.22.11

Dear Solomon School Directors,

We at this newspaper have been following the progress of your school since the start of the idea. We have attended meetings and covered the progress. We feel that the school is a vital addition to the community that we serve in Pennsylvania. As such we will continue to follow the school closely and help in whatever manner we can.

In addition, upon approval by State Authorities, we will lend a hand as you see fit to report on school activities, to make people of Pennsylvania aware of its activities, and to support any journalistic efforts you may engage in.

Sincerely,

Vitaly Rakhman, Editor-in-Chief



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- Joseph Puder
Founder, Executive Director
- Rev. William Harter, PhD
Co-Founder
- Jack Bershad, Esq.
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- Paul Singer
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Director, Center for Democracy in the Middle East
- David Blewitt
- Rev. Paul Carlson, PhD
- Rabbi Phillip Cohen, PhD
- Rabbi Neil Cooper
- Monir Dawoud, M.D.
- Msgr. Joseph Devlin, JCD, PhD
- Prof. Franklin Littell, PhD
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- Rev. Jill Schaeffer, PhD
- Prof. Earl Tilford, Jr., PhD
- Rev. Michelle Witherspoon
- Rabbi Amiel Wohl

September 30 2011

Commonwealth of PA
Department of Education
Harrisburg, PA 17126

RE: SOLOMON CHARTER SCHOOL

Ladies and Gentlemen:

I am writing you as Chairman of the Board of ITAI.

For the last (40+) years I have been involved with the Federation of Jewish Agencies, The American Jewish Committee, Jewish Community Relations Council and other Hebrew organizations serving the Metropolitan Philadelphia community.

I am thrilled and honored to support in any way I can the establishment of an educational facility that would bring together two important cultures to learn from each other, to get to know each other and in so doing to get to know the larger community in which we live.

If we are able to inculcate the ideals of both of these important cultures into the program at School with professional guidance, we will have the opportunity to insure a great future, not just for the City and State of PA, but for the larger community who will learn from the example we set.

This, I believe, is a great opportunity to set an example for the rest of our Country.

Respectfully,

TELWELL, INC.
1213 VINE STREET
PHILADELPHIA, PA 19107
215 568 3251
FAX 569 8814

9/1/2011

To whom it may concern

RE: PENNSYLVANIA SOLOMON CYBER CHARTER SCHOOL

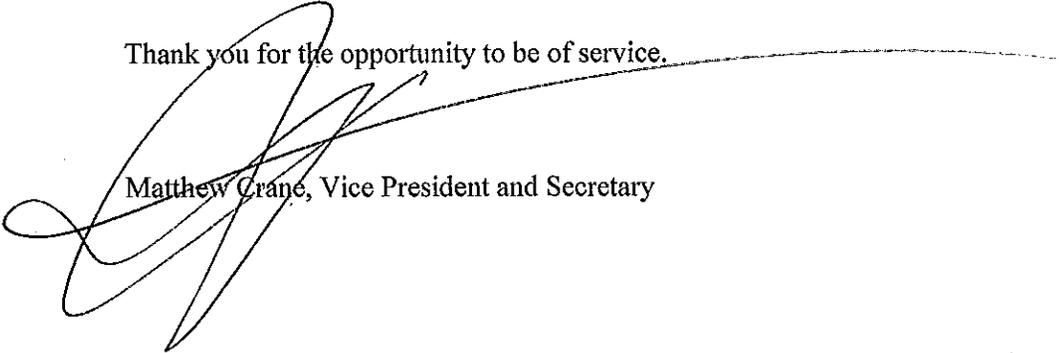
Hello,

Telwell, Inc. is a real estate company with offices in Philadelphia. We have been pioneers in the charter school movement and for the last ten years have been privileged to lease space to charter schools and otherwise support them. The resulting education for Pennsylvania youth has been most rewarding.

Our interest in Solomon School goes back to its beginnings. We have been an early partner by hosting community meetings and providing an office address and office services pending a hoped-for opening. We will continue this support in every manner.

As a business concerned with our greater neighborhood, we work to improve the Pennsylvania community and there is no better way to achieve that than to educate our children.

Thank you for the opportunity to be of service.


Matthew Crane, Vice President and Secretary

CHARLES KAHN, JR.
123 S. BROAD STREET
SUITE 1832
PHILADELPHIA, PA 19109-1026

MEMBER
URBAN LAND INSTITUTE
TRISTATE REALTORS COMMERCIAL ALLIANCE
AMERICAN SOCIETY OF APPRAISERS
GREATER PHILA. ASSN. OF REALTORS
NATIONAL ASSOCIATION OF REALTORS
INSTITUTE OF REAL ESTATE MANAGEMENT

(215) 735-9800
FAX (215) 735-4717
E-MAIL: ckahnjr@kahnandco.com

September 30 2011

Commonwealth of PA
Department of Education
Harrisburg, PA 17126

RE: SOLOMON CHARTER SCHOOL

Ladies and Gentlemen:

Our Group supports the effort being put forth by the citizens who are establishing the Solomon Charter School. We have met with them on two occasions and believe they are offering the students of the Commonwealth a unique opportunity to learn in depth the cultures of both the Hebrew and Chinese communities.

The fact that this is a joint effort on the part of both communities is a credit to the uniqueness of this venture.

We are fortunate to have in this area of the Commonwealth a healthy representation of both cultural groups, Hebrew and Chinese, who are willing to join with each other in promoting this venture. We believe it will not only benefit the students but also the families of those involved in this forward-looking step.

We earnestly solicit your support.

Sincerely,
Charles Kahn Jr.



大費城福建同鄉會

Greater Philadelphia Fujian Association

905 Arch Street 2nd FL
Philadelphia, PA 19107

Tel: 215-592-1010
Fax: 215-592-0199

9/28/2011

Solomon Charter School Board
1213 Vince Street
Philadelphia, PA 19107

Dear Board Members of Solomon Charter School:

Greater Philadelphia Fujian Association is very supportive to have Solomon Charter School to locate in Vine Street Chinatown area. We need a multiculture education and our members' kids can have the opportunity to be in the school since there are now a lack of seats currently in this area. We have many members approach us to ask when we can have a new school or more seats for their kids. Therefore we are very supportive to have Solomon School able to serve the China Town area. We hope the PA Department of Education can approve your application.

Thank you for all of your efforts to build up a school in the area.

A handwritten signature in purple ink that reads 'Mei Ren'.

Mei Ren
President

WE SUPPORT THE APPLICATION OF SOLOMON
WORLD CIVILIZATION CHARTER SCHOOL

STEVEN MAC

ZHANG CHAO

Law Chi-ming

FAN LI-MAN

Chun-hua

ELIZABETH CHIU

Kan Sheng Suet

Joe Tsang

Hong Y. Jung

Jing-ying Fong

Judy Tung

Hung Lam

STEVEN TRA

Vincent LAU

STEVEN ZHU

Yingchang Lin

Mai Tai Ho

Zhong Qing

GUO ZHONG YANG

KIN CHENG

Lynn MAC

Kar-bien

NAME

EMAIL

PHONE

STEVE CRAVE

Joseph Puder

CUONG TRAN

WING LAU

MABEL CHAN

SAM LEUNG

Teacher

Mei Ren

Danny Lau

JIMMY CHANG

Jian Ming Wong

Jerry Hecht

Maria Lynch Harris

TANG DE WONG

GARY MASHKOWITZ

Michael Liu

Jeff Fuchs

Raya Parayev

Laurie Segal 5/

Ben Jacobs

ellen curry

Qiang Tang. 215-990-3415

TSUN SHUI CHEN 610-618-9288

Ken Chen 917 353 6163

CHERRY 267 902 2425

Tracey Ling 215 300 6650

SHIEK LEE 215-923-5127

HENRY WONG

Allan Wong

Sauking Chiu

WING LEE

NAME	FALL GRADES	EMAIL	PHONE	ADDRESS
	NE	Product		

Susan Levey



Rachel Meles

Zeva Gulko

Alec Breverstein

HARRY SETHWARTZ



MILFORD BAKABAN

Jeff Harris

+ Marie

Lynch-Harris (6)

Edward Epstein

Nadine Bonnel

Dick Tucker



Jerry Hecht

Steve Crane

REBECCA VIEYRA

Eli Schorap

Dana Kalins

Keren & David

Jeremy Kriger

Steve Crane

Ethan Evans III

~~Princess~~
Princess Abigail Evans (6)

~~Emil Bowen~~

Tangela McClan

Eudora Burton

Micah Burton 9th

Sunnie Epstein

JEFF + MARIE MARAIS (6)
SERAFINA + JACOB

HEZEKIAH & VERONA GUMMAGE

(7)

Shelly Lapince (Sarah Pleasant 6)

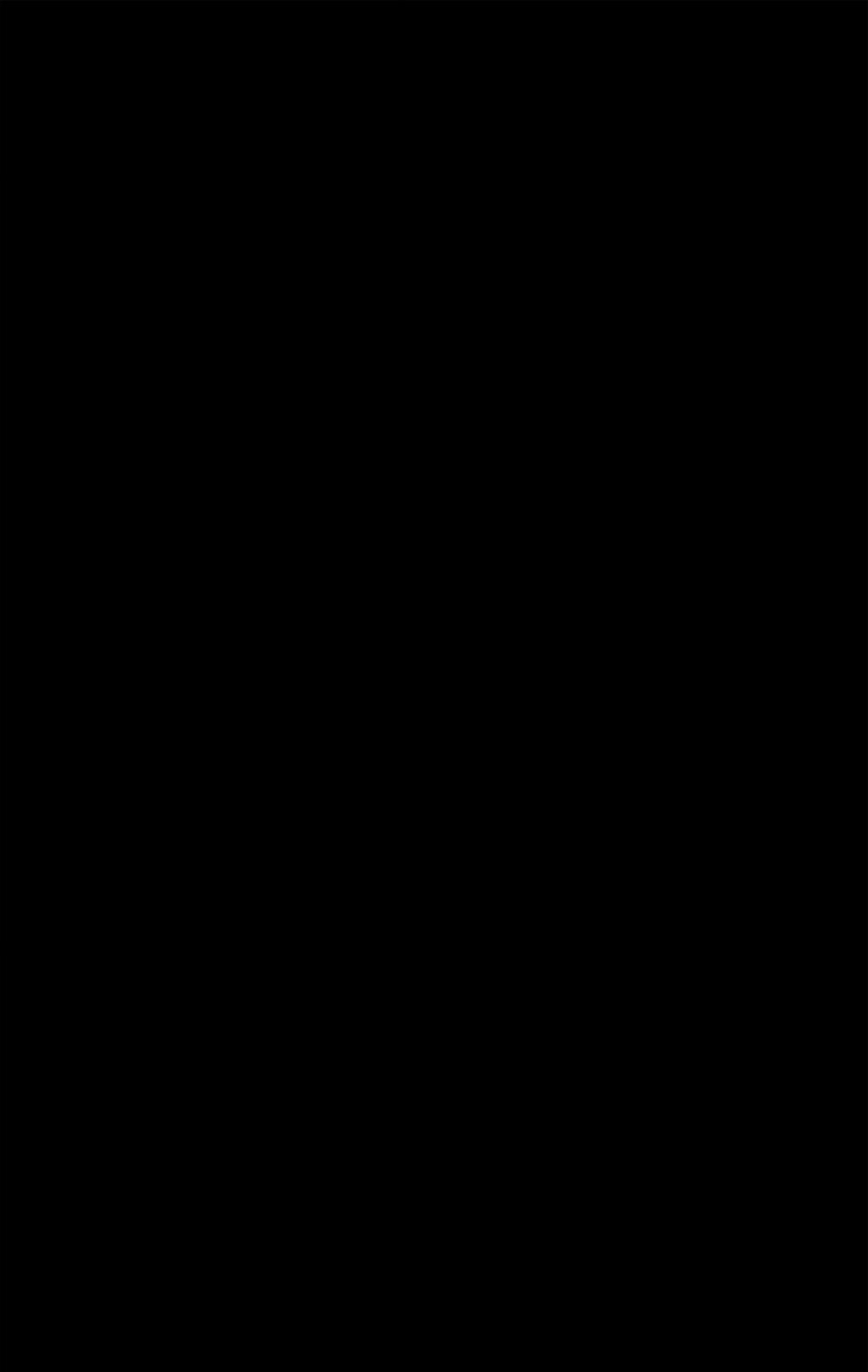
Lou Zhang



YU YUN ZAN

Wan ei chan

Mu Ling chen



~~BING YANG~~

SUN WEI LI

Ruke Zhao

Sandy

MBE YA JIANG

YAO JIN LAN

XIA JIAN LIN

330 IV 10TH BFL

PHILA PA-19109

張家

趙小蘭

陳雲

劉佩雲

陳蓉

劉佩芬

陳潤媛

Joyce Mak

Hawji Li

Yue Mei So Leung

黃美

Yue Ling Huang

Bi Qiang Chen

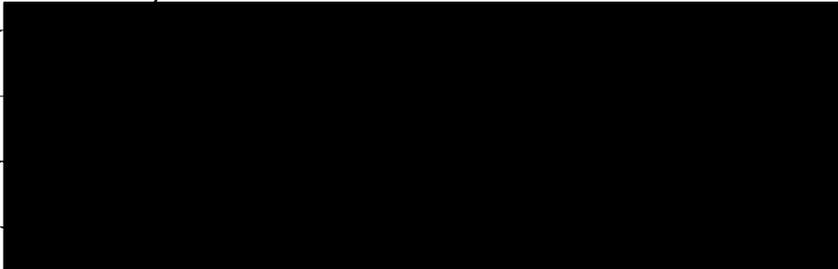
Duo Ling Guan

Wen G Liang

Crystal Lee

Dag Hang Chao

TANG DE WONG

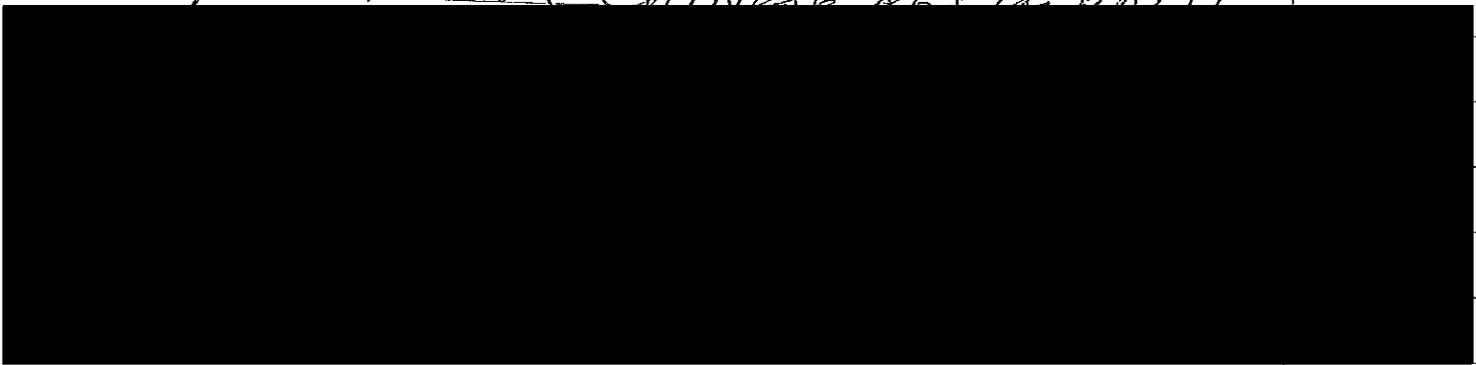


Tse Ai Chang



MABEL CHAI CHAN

JOY TSIN LAU CHINESE RESTAURANT



APPENDIX F
PRE-ENROLLMENT DATA

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL

I, Matthew Crane, hereby state my intent to enroll my
(print name of parent/guardian)
child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school.

<u>Alex Crane</u> First and last name of child	<u>10</u> Child's current age and grade	 Date of Birth
<u>Max Crane</u> First and last name of child	<u>7</u> Child's current age and grade	 Date of Birth
<u>Harrison Crane</u> First and last name of child	<u>4</u> Child's current age and grade	 Date of Birth

First and last name of child _____
Child's current age and grade _____
Date of Birth

Telephone Number: _____
Street Address: _____
City and Zip Code: _____
Email Address: _____

Public School District of Residence: Lower Merion

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: Need for a better education

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date 7/11/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL

I, Earl Sheeley, hereby state my intent to enroll my
(print name of parent/guardian)
child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school.

<u>Corson Sheeley</u> First and last name of child	<u>11 5th Grade</u> Child's current age and grade	 Date of Birth
<u>Mason Sheeley</u> First and last name of child	<u>2nd Grade</u> Child's current age and grade	 Date of Birth

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

Telephone Number: 

Street Address: 

City and Zip Code: 

Email Address: 

Public School District of Residence: Springford

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: Smaller Class size.

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Earl W. Sheeley Date 5/9/2011

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Mary Caraccioli, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
<u>Olivia Caraccioli</u>	<u>F</u>	<u>5</u>	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: [REDACTED]

Public School District of Residence/学区: Philadelphia

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

My Daughter has been learning Mandarin since she was 18 months. It is very hard to continue her training because Mandarin is NOT offered in the public school. The creation of this school will make our child a better prepared for the future.

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature]

Date/日期 6/5/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Bi Can Liu, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Hao Zheng Liu	M	13	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

more close my house

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Bi Can Liu

Date/日期 09-01-11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Bi Fang Liu, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Xiao Bing Liu	F	13	[REDACTED]
Xiao Feng Liu	F	14	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

more close my house

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature]

Date/日期 8-28-11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Wu, Sheng Liu, hereby state my intent to enroll my
(print name of parent/guardian)/父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Liu	女	12/1/2	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments; Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

为了让孩子能够学习才艺，认识祖国文化 我准备
支持在唐人街附近拥有这样学校 所以我会支持

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Wu Sheng Liu Date/日期 9/7/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Jin En chen | Xiu jin dong, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
YING CHEN	女	13	
Linda chen	女		

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Jin En chen | Xiu jin dong Date/日期 9/8/2011

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Jing chun zheng, hereby state my intent to enroll my

(print name of parent/guardian)/父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Byron zheng	male	14	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: [REDACTED]

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Jing chun zheng Date/日期 8/25/2011

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 叶圣杰, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
叶昊强	男	16	[REDACTED]
叶琳美	女	17	
叶达强	男	14	

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: [REDACTED]

Public School District of Residence/学区: N/A

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

我希望我家的孩子能进入学校学到他的一技之长并想支持索罗门学校开办。

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: 叶圣杰 Date/日期 9/7

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 杨贻方, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班, 以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
杨惠舒	女	15	

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

想让孩子有更更好的教育

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名: 杨贻方 Date/日期 9/6

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, LIU, AIPING, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Harry Yang	M	14	[REDACTED]
Yi Yang	M	11	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: Folk Arts Cultural

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：
该校有多种语言和汉语

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Ai Ping Liu Date/日期 9/6/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, _____, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Han lan Huang	男 ^{M.}	15	
Nana Huang	女 ^{F.}	14	

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: 19140

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: mei...

Date/日期

8/20/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Bjorn Lill, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班, 以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Changqing Lill	男	12	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名: Bjorn Lill Date/日期: 8/25/2011

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 刘果团, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Yonggan Liu	Male	14	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: 刘果团 Date/日期 8/31/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Jinyu Zheng, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Amy Zheng	女	13	

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Jinyu Zheng Date/日期 8/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Brian Paytner, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Eli Paytner	M	14	[REDACTED]
Sampson Chen	M	16	
Jordan Paytner	M	10	

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: School District of Philadelphia

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Brian Paytner Date/日期: _____

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Richard Lau, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Andy Lau	M	16	[REDACTED]
Diana Lau	F	18	
Anna Lau	F	8	

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: School District of Philadelphia

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature]

Date/日期: 8/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Stanely Hau, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Alex Hau	M	9	[REDACTED]
Ashley Hau	F	8	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编 [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: School District of Philadelphia

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature] Date/日期 9/1/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Lynn Mac, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
<u>Darian Mac</u>	<u>m</u>	<u>17</u>	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: PHILADELPHIA

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature], Date/日期 9/3/2011

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Minh Truong, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
patrick	M	15	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: PA: 10 - PA

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Minh Truong Date/日期 9/3/2011

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Jun Xu Lu, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Lu Yuan Yuan	女	14	[REDACTED]
Henry Truong	男	14	
Aaron Truong	男	12	
Natalie Truong	女	10	

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: Jun Xu Lu@yahoo.com

Public School District of Residence/学区: PHILADELPHIA DISTRICT

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

我们是中国人，自然想让自己的子女了解中国文化和知识和其他国家不同的习俗以及更好的教育。所以我支持想让自己的子女进入贵校支持世界文化才艺。决定把孩子送入该校

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Lu Jun Xu Date/日期: 9/1/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, STEVEN MAC, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
<u>Richard</u>	<u>m</u>	<u>12</u>	[REDACTED]

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: PH: / ADEL PH: A.

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature] Date/日期 8/17/2011

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 杨友源 林芳, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班, 以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Zhang Shen Yang	男	12	[REDACTED]
Xing Jing Yang	女	8	

Telephone Number/电话号码: [REDACTED]

Street Address/家庭住址: [REDACTED]

City and Zip Code/城市、邮编: [REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

为了能让 孩子更系统地 接受教育, 使孩子能在启蒙时
知道自己的兴趣爱好, 有更好的发展

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名: Yang You Yi Date/日期 10/1/11

NAME OF STUDENT *Shamira L. Lewis*

GRADE IN FALL 2010 *6th*

BIRTH DATE [REDACTED]

GENDER M F

CURRENT SCHOOL *Philadelphia Christian Academy*

ADDRESS [REDACTED]

NAMES OF PARENTS OR GUARDIANS *Stephanie Lewis*

HOME PHONE NUMBER [REDACTED]

WORK PHONE NUMBERS [REDACTED]

CELL PHONE NUMBERS [REDACTED]

EMAIL ADDRESSES [REDACTED]

WHAT LANGUAGES ARE SPOKEN AT HOME? *English*

DO YOU HAVE A COMPUTER AT HOME? *yes*

DO YOU HAVE INTERNET AT HOME? *yes*

PART ONE

Student Information (please print)

Student's name:

Aminda Harris Jacob Solomon
last first middle
birth date: [redacted] age 11 gender: M F current school: C.W. Henry School

- race / ethnicity: American Indian / Alaskan Native Black / African-American (non Hispanic)
- Asian / Pacific Islander White / Caucasian (non Hispanic) Hispanic (any race) Multi-Racial
- Other: _____

If other than English, what language is spoken in your home?: No

Has your student been attending US schools for more than 3 years? (yes no): _____

Is your student repeating the same grade as last year? (yes or no): _____

student resides with mother father both guardian other (please specify) _____

PAsecureID #: _____ (Please retrieve from your student's current school)

Parent/Guardian Information

- parent / guardian or legal guardian parent / guardian or legal guardian

Marie & Jeff Harris
name _____

[redacted] street address _____

[redacted] city state zip _____

[redacted] home phone # _____

[redacted] work phone # _____

[redacted] cell phone # _____

pager # _____

e-mail address _____

fax # home work _____

<p>How did you hear about US ?</p> <p><input type="checkbox"/> direct mail _____ when? _____</p> <p><input type="checkbox"/> newspaper: name: _____</p> <p><input type="checkbox"/> current student: name: _____</p> <p><input type="checkbox"/> walked or drove by and saw the school _____</p>	<p><input type="checkbox"/> other _____</p> <p><input type="checkbox"/> clergy: name of institution: _____</p> <p><input type="checkbox"/> admissions fair (specify): _____</p> <p><input type="checkbox"/> internet downloaded from website</p> <p><input type="checkbox"/> teacher/counselor: name & school: _____</p>
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PART ONE

Student Information (please print)

Student's name:

Harris Serafina Jasmine
last first middle
birth date: [REDACTED] age 11 gender: MF current school: C.W. Henry School

- race / ethnicity: American Indian / Alaskan Native Black / African-American (non Hispanic)
- Asian / Pacific Islander White / Caucasian (non Hispanic) Hispanic (any race) Multi-Racial
- Other: _____

If other than English, what language is spoken in your home?: No

Has your student been attending US schools for more than 3 years? (yes or no): _____

Is your student repeating the same grade as last year? (yes or no): _____

student resides with mother father both guardian other (please specify) _____

PAsecureID #: _____ (Please retrieve from your student's current school)

Parent/Guardian Information

- parent / guardian or legal guardian parent / guardian or legal guardian



cell phone # _____ cell phone # _____

pager # _____ pager # _____

e-mail address _____ e-mail address _____

fax # home work _____ fax # home work _____

<p>How did you hear about US ?</p> <p><input type="checkbox"/> direct mail _____ when? _____</p> <p><input checked="" type="checkbox"/> newspaper: name: <u>City & Jewish Ex</u></p> <p><input type="checkbox"/> current student: name: _____</p> <p><input type="checkbox"/> walked or drove by and saw the school _____</p>	<p><input type="checkbox"/> other _____</p> <p><input type="checkbox"/> clergy: name of institution: _____</p> <p><input type="checkbox"/> admissions fair (specify): _____</p> <p><input type="checkbox"/> internet <u>downloaded from website</u></p> <p><input type="checkbox"/> teacher/counselor: name & school: _____</p>
---	---

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Diane Smith, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Sharif Smith Child's current age and grade 6 1st Date of Birth 

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Diane Smith Date 9-11-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Jackie Nubbs, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Nevalh Bridges 7 2nd [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Jackie Nubbs Date 9-15-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Brenda Peebles, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Nyasia Peebles Child's current age and grade 10 1st Date of Birth _____
First and last name of child

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Brenda Peebles Date 9.22.11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Angela Peebles, hereby state my intent to enroll my
(Print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Raymond Peebles Child's current age and grade 7th Date of Birth 5/26/98
First and last name of child

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: Philadelphia

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Angela Peebles Date 9/25/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Jacqueline Hill, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Stanley Hill 10th [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: [REDACTED]

City and Zip Code: [REDACTED]

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: J. Hill Date Sept 27, 2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Christopher Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Nevah Williams Child's current age and grade R 6th Date of Birth [REDACTED]
First and last name of child

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: C. Williams Date 9.24.11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Zekiah Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Sani Cruz Child's current age and grade 5th Date of Birth _____
First and last name of child

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Zekiah Williams Date 9/23/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Brittney Reid, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Irrell Reid 4 yrs 8th [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: [REDACTED]

City and Zip Code: [REDACTED]

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Brittney Reid Date 9/23/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Tyrone waters, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Tianna waters 13 yrs 7th [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address [REDACTED]

City and Zip Code: [REDACTED]

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

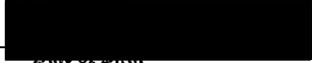
I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Tyrone Waters Date 9/23/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Adriene Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school

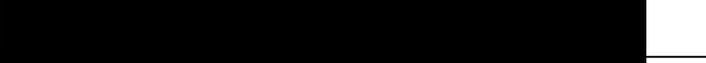
Soleem Williams Child's current age and grade 7 

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: 

City and Zip Code: 

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Adriene Williams Date Sept 28, 2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Tanac Rorie, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school

Antonio Rorie 6 1
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Tanac Rorie Date 9-23-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Kurt W M Brice, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Jamal M Brice 12 [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: [REDACTED]

City and Zip Code: [REDACTED]

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Kurt W M Brice Date 9-27-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Rene McDonald, hereby state my intent to enroll my
(print name of parent/guardian)

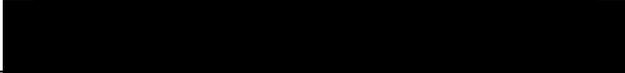
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Isaiah Lacey Child's current age and grade 7 2 
First and last name of child Child's current age and grade Date of Birth

Norah Fletcher Child's current age and grade 7 2 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 
Street Address: 
City and Zip Code: 
Email Address: 

Public School District of Residence: H.R. Edmunds

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter:

I'm interest in the smaller
classroom size.

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

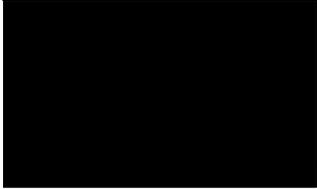
Signature: Rene McDonald Date 9-27-11

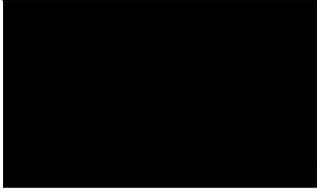
PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, lavondalett Chariton, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Omertell Chariton 13 
First and last name of child Child's current age and grade / Date of Birth

Shanell Chariton 12 
First and last name of child Child's current age and grade

Sharon Brown 10 
First and last name of child Child's current age and grade

~~[scribble]~~ ~~[scribble]~~ ~~[scribble]~~
First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: 

City and Zip Code 

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: lavondalett Chariton Date 9/23/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Kerilyn D Gateward hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

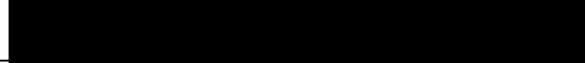
Ayzeim Gateward 7 2 
First and last name of child Child's current age and grade Date of Birth

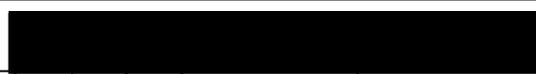
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: 

City and Zip Code: 

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Kerilyn Gateward Date 9/27/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Deborah Miller, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Shayla Miller 15 10th 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Adriene Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

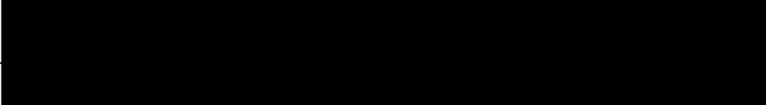
This is my expression of support for the approval of this charter school.

Seleem Williams 7th 13 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 
Street Address: 
City and Zip Code: 

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature Adriene Williams Date 9.21.2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Latiefa Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Dommar Williams 12 10th 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: 

City and Zip Code: 

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Latiefa Williams Date 9.24.11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Jerome Johnson (print name of parent/guardian), hereby state my intent to enroll my

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

X Joshua Johnson First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

X Telephone Number: [REDACTED]

X Street Address: _____

X City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

X Signature: Jerome Johnson Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Micole Brooks (print name of parent/guardian) hereby state my intent to enroll my

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Khydrae Hall First and last name of child 17 11 Child's current age and grade [REDACTED] Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature Micole Brooks Date 07-8-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL

solomoncharter@yahoo.com

David Miller

I, Towana Lawrence, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Rynail Beard 15 10th 
First and last name of child Child's current age and grade Date of Birth

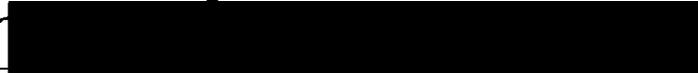
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: 

City and Zip Code: 

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, David Milliner, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Brynall Beard 15th 10th [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: [REDACTED]

City and Zip Code: [REDACTED]

Email Address: _____

Public School District of Residence: Philadelphia

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: David Milliner Date 9-2-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Shanita Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Xavier Williams Child's current age and grade 1/5 Date of Birth [REDACTED]
First and last name of child

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

Telephone Number: [REDACTED]

Street Address: [REDACTED]

City and Zip Code [REDACTED]

Email Address: [REDACTED]

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Shanita Williams Date 9/8/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Lisa Herring, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Cadensiah Herring 17 12th [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: [REDACTED]

City and Zip Code: [REDACTED]

Email Address: _____

Public School District of Residence: EW Rhodes

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

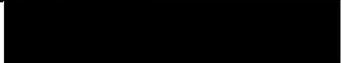
I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Lisa Herring Date 9-27-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Laura Holdsworth, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Laura Holdsworth 17 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: 

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Laura Holdsworth Date 9/8/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, _____, hereby state my intent to enroll my
(print name of parent/guardian)

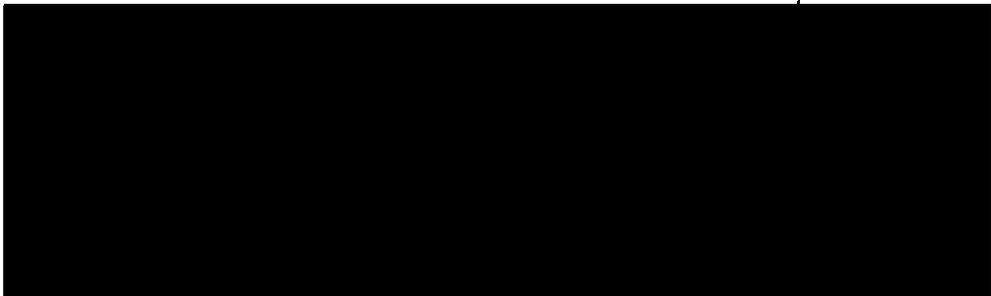
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Dhanya Harris Child's current age and grade 9

Zion Harris Child's current age and grade 6

Cyanna Harris Child's current age and grade 7

First and last name of child Child's current age and grade Date of Birth



Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: well newer school is what is needed in the community

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: [Handwritten Signature] Date 9/8/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Frederick Temple, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

John Temple Child's current age and grade 7 2nd grade Date 

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Frederick Temple Date 9-5-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Nikita Peebles, hereby state my intent to enroll my
(print name of parent/guardian)

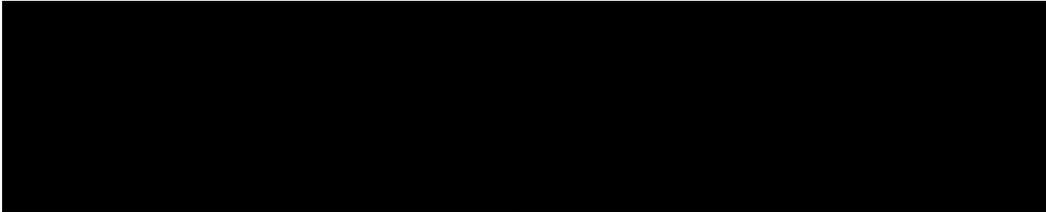
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Shanika Peebles 7 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: Philadelphia, Penn

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Nikita Peebles Date 9/8/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Adreene Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Saleem Williams 13 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Adreene Williams Date 9/8/01

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Latasha Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Aniya Bull Child's current age and grade 13

Latasia Bull Child's current age and grade 8



First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____



Email Address: _____

Public School District of Residence: Phila, Penn

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: L. Williams Date 9.8.11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Albeta Charlton, hereby state my intent to enroll my
(print name of parent/guardian)

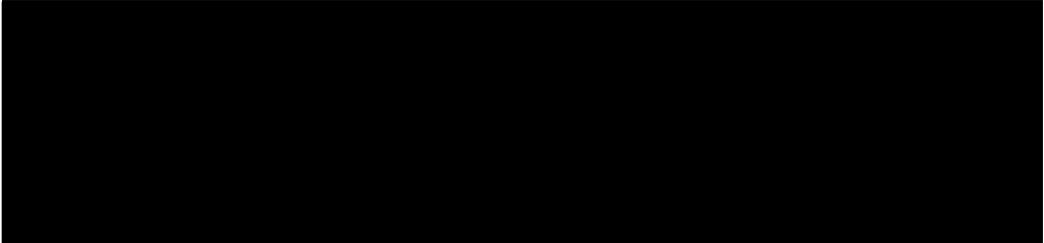
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Cherrelle Charlton 8, 2nd 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: Philadelphia

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

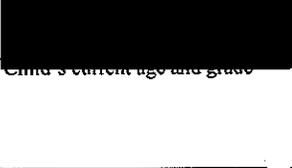
Signature: Albeta Charlton Date 9-8-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Latascha Williams, hereby state my intent to enroll my
(print name of parent/guardian)

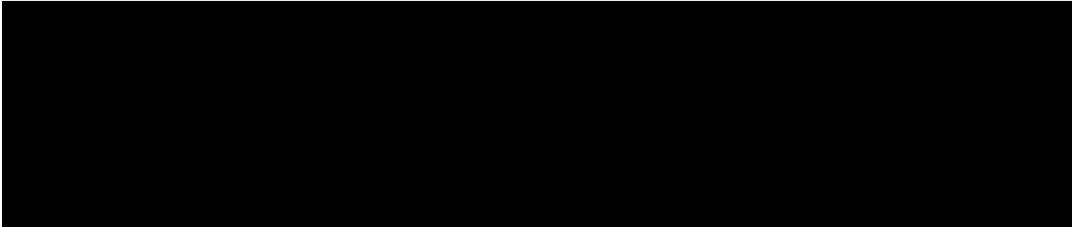
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school

Aniya Bull  7th
First and last name of child Child's current age and grade Date of Birth

Latasia Bull  3rd
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Latascha Williams Date 3/26/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Brandie Charlton, hereby state my intent to enroll my
(print name of parent/guardian)

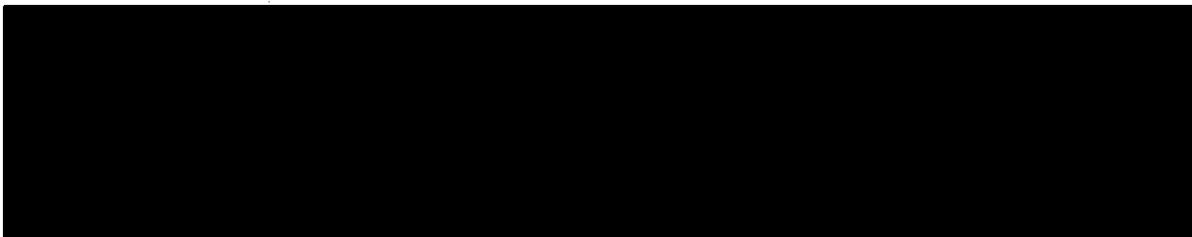
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Chisey Foster 3rd 8/15 [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

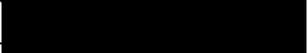
I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Brandie Charlton Date 9/28/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Malik Marcell, hereby state my intent to enroll my
(print name of parent/guardian)

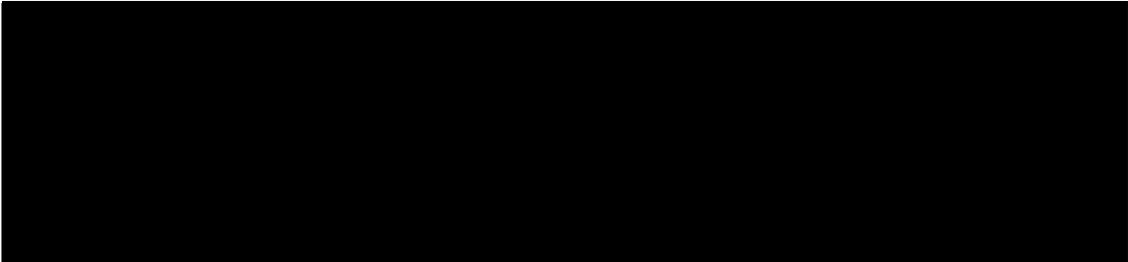
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school

Mehhi Marcell 2 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Malik Marcell Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Jeannette Mackey, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Brown 14 9th
First and last name of child Child's current age and grade

Dominique _____
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: Ben Franklin high

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter:

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Jeannette Mackey Date SEP 26 11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Lonthea Howard, hereby state my intent to enroll my
(print name of parent/guardian)

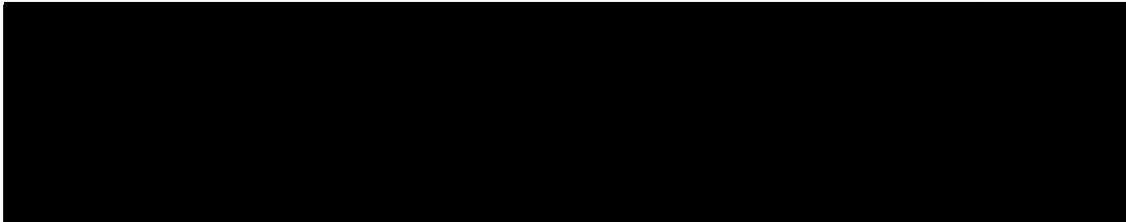
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school. A

Jalosa Howard Child's current age and grade 

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: L. Howard Date 9/25/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Denise-Rorie, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Geianna Rorie 8 3rd 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Klydiah Hudson, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

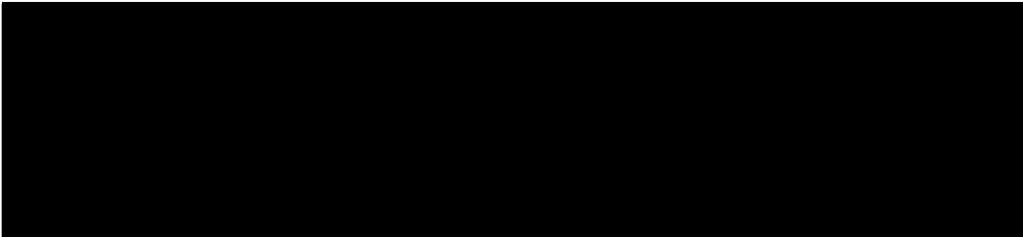
This is my expression of support for the approval of this charter school.

Jamaid King 16 years 10th 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Klydiah Hudson Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Teresa Brown, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Brown 13 6 
First and last name of child Child's current age and grade

Christina _____
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: Clemer

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Teresa Brown Date: Sep, 20, 01

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Damont Champion, hereby state my intent to enroll my
(print name of parent/guardian)

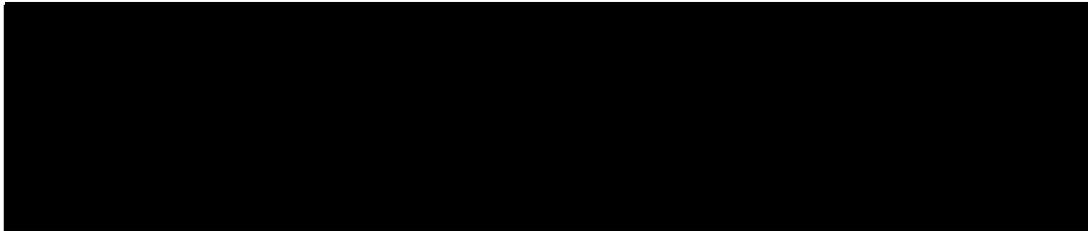
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school

Jhvir Champion 4 [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: [Handwritten Signature] Date 2/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Sam Johnson Jr, hereby state my intent to enroll my
(print name of parent/guardian)

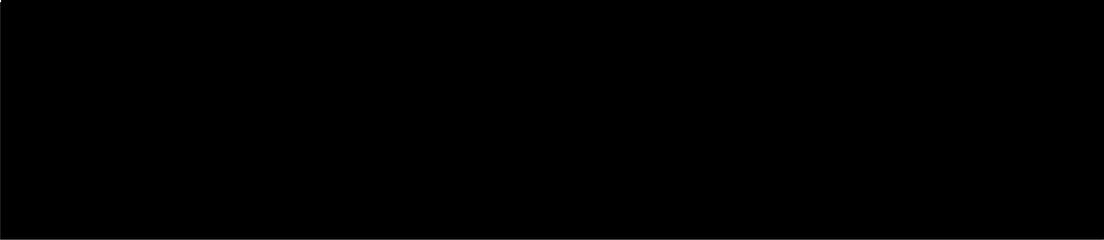
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Sam Johnson III 9 3RD 
First and last name of child Child's current age and grade Date of Birth

TAJAE Johnson 5 - Kindergarten 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

education & convience

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Samuel Johnson Date 9-27-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Sharita Butler, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Shamira Butler Child's current age and grade 11 6 Date of Birth 

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Sharita Butler Date 9-21-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Sharee Clowney, hereby state my intent to enroll my
(print name of parent/guardian)

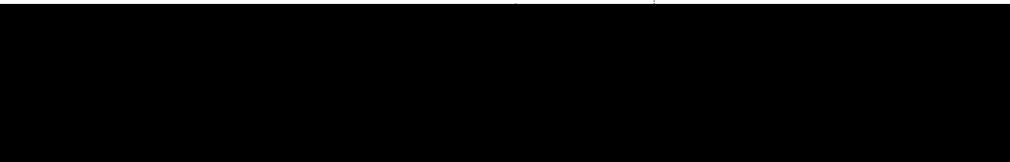
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Kayla Clowney 9 4 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

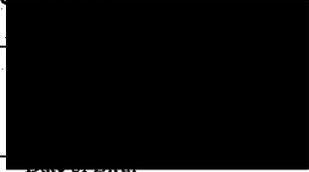
I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Sharee Clowney Date 9-21-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, PAUL RICE, hereby state my intent to enroll my
(print name of parent/guardian)

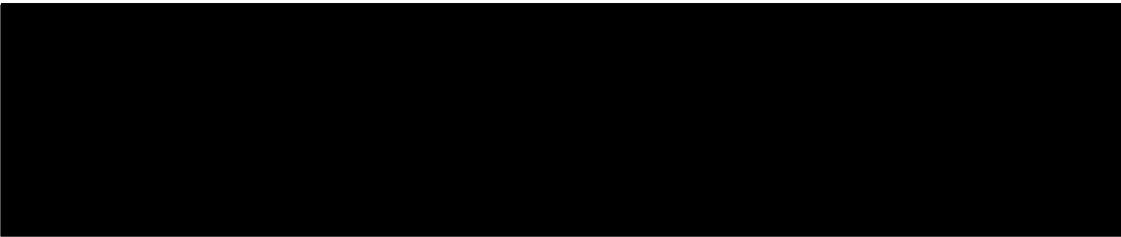
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Malayia RICE 4 Kindergarten 
First and last name of child Child's current age and grade Date of Birth

Alexis Johnson 10 4th 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: Levern School

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Paul Rice Date 8/27/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Diane Newsome, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

James Newsome 10th 15 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Diane Newsome Date 9-22-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Adriel Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Tierre Tayale 17
First and last name of child Child's current age and grade

K'La Morris 15
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Email Address: _____

Public School District of Residence: Gratz

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: Charter schools provide more

structure and children get more attention

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Adriel Williams Date 9-20-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Jennifer Jones, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Robert ~~Robert~~ Rickerson Jr 3rd 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Jojo Etridge Date 9-27-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, ANTONIO L. DEARNEY SR. hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

ANTONIO L. DEARNEY SR. 12 7th
First and last name of child Child's current age and grade

LANAYA E. DEARNEY 8 3
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Public School District of Residence: Cleveland

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: I support Charter School And Feel they help our children to go beyond the norm.

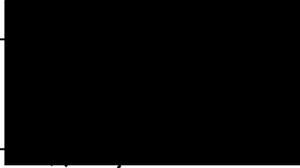
I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Antonio L. Deary Sr. Date 9/20/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Raeshell R Mitchell, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Quran Curtis 15 9th 
First and last name of child Child's current age and grade

Anthony Browne 11 5th 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: To further are children, and the community

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Raeshell R Mitchell Date 9/21/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Tiffany Newton, hereby state my intent to enroll my
(print name of parent/guardian)

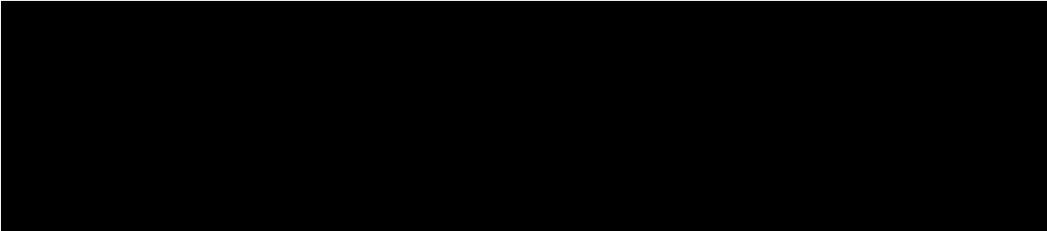
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Jones 4-Pre K 
First and last name of child Child's current age and grade Date of Birth

Jones 4-Pre K 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter:
We just need another school around this area

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Tiffany Newton Date 9-22-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I Shalve Beasley, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

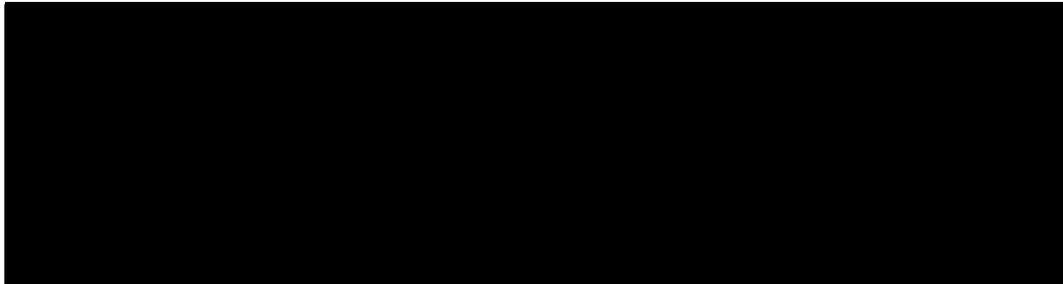
This is my expression of support for the approval of this charter school.

Saigumma Myer 1 YRS 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Public School District of Residence: Yonic Yet

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter:

I support the fact that
people still care enough.

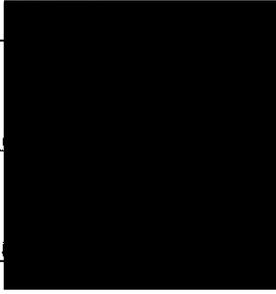
I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Shalve Beasley Date 9-21-11

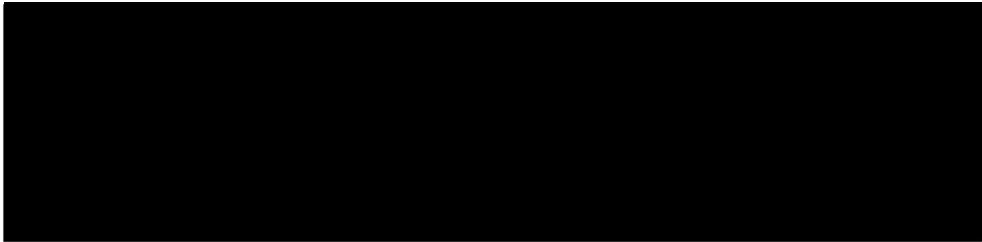
PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Tia Quarles, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

<u>Cherita Quarles</u> First and last name of child	<u>11</u> Child's current age and grade	
<u>Archie Diggs</u> First and last name of child	<u>8</u> Child's current age and grade	
<u>Kiletia Quarles</u> First and last name of child	<u>9</u> Child's current age and grade	

First and last name of child _____ Child's current age and grade _____ Date of Birth _____



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date _____

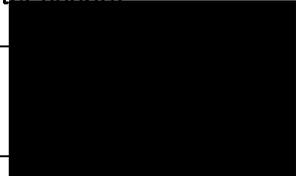
PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Nakisha Schoofield, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Robnik Redding
First and last name of child

17 11th
Child's current age and grade



Tahmir Redding
First and last name of child

16 10th
Child's current age and grade

First and last name of child

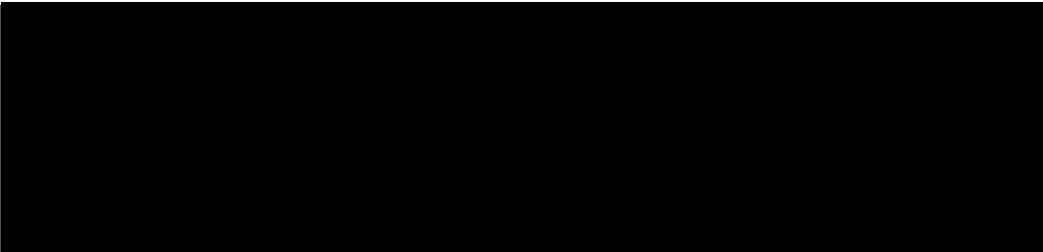
Child's current age and grade

Date of Birth

First and last name of child

Child's current age and grade

Date of Birth



Email Address: _____

Public School District of Residence: Gratz

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

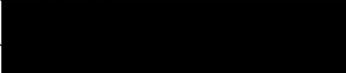
Signature: Nakisha Schoofield

Date 9-20-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, E. Howard, hereby state my intent to enroll my
(print name of parent/guardian)

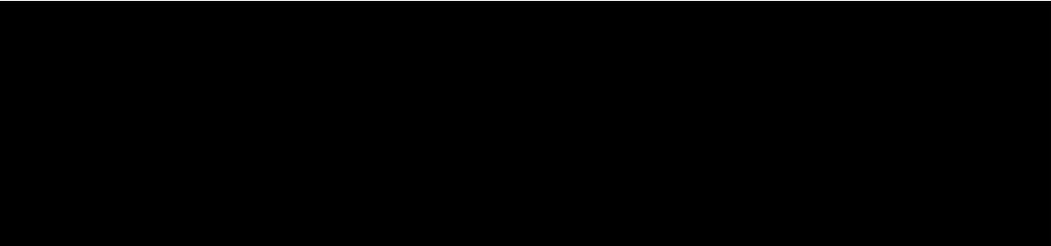
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school

Ladya Howard 2nd 7 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: E. Howard Date Sept 22, 2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Shakeia Brasley hereby state my intent to enroll my
(print name of parent/guardian)

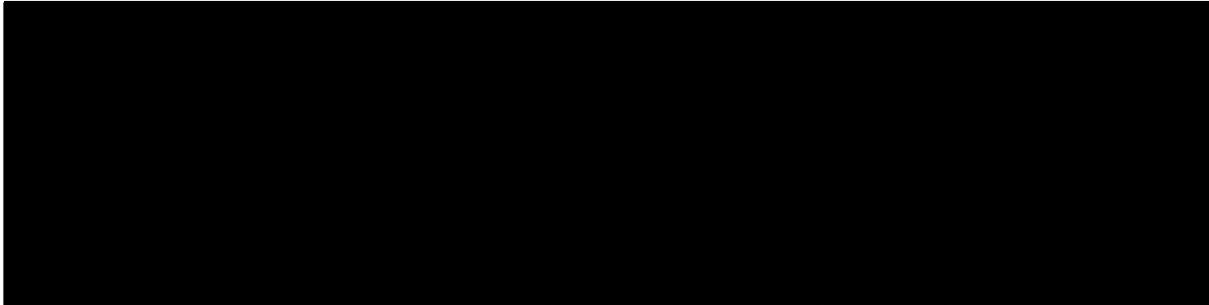
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Senece Brasley 12 yrs. 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Public School District of Residence: Mastery Charter

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: Because we need more Charter
schools in our neighborhood.

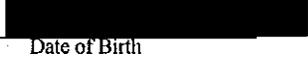
I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Shakeia Brasley Date 9-21-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Mark Wilson, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Denika Wilson 17 12th 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number:



Email Address: _____

Public School District of Residence: E.W. Rhodes School

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

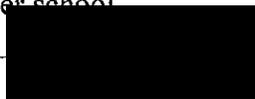
I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Mark Wilson Date 9-27-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Vette Rollins, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Jamir Rollins 10th 15th 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Micole Brooks, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Devante Brooks 17 and 12th [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: [Signature] Date 9/10/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Malik Burgess, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Sheen Burgess 3 [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Malik Burgess Date 9/9/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Jawun Lawim^{re} hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Aniyah Lawim^{re} 3 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Jawun Lawim^{re} Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Talieg McField, hereby state my intent to enroll my
(print name of parent/guardian)

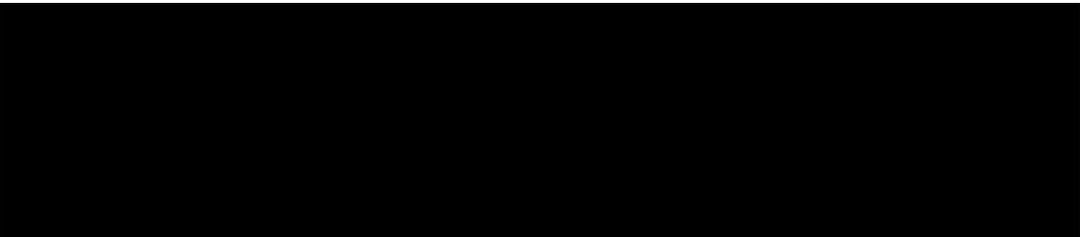
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

First and last name of child Sama Lynn Child's current age and grade 7-1st 

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Talieg McField Date 9/8/2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Jordan Walker, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school

Jordan Walker, Jr
First and last name of child

17 11th
Child's current age and grade



First and last name of child

Child's current age and grade

Date of Birth

First and last name of child

Child's current age and grade

Date of Birth

First and last name of child

Child's current age and grade

Date of Birth

Telephone Number:



Street Address:

City and Zip Code:

Email Address:

Public School District of Residence:

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter:

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature:

Jordan Walker

Date

9/12/17

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Yves Mitchell, hereby state my intent to enroll my
(print name of parent/guardian)

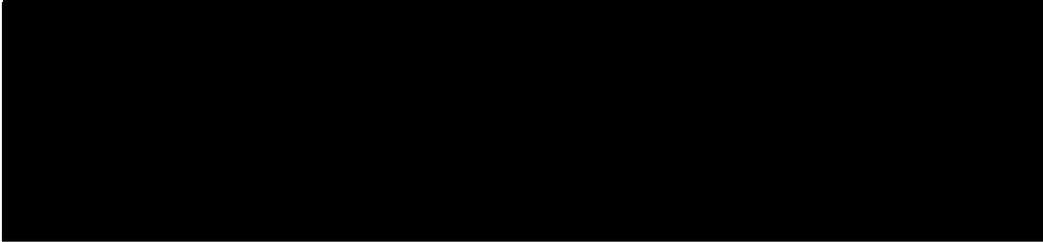
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Brandon Mitchell 18 12th [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Yves Mitchell Date 9/14/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Ezra Jones, hereby state my intent to enroll my
(print name of parent/guardian)

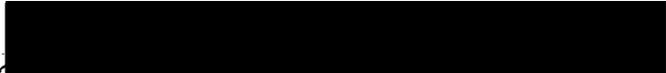
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Briana Jones pre-K-9 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Ezra Jones Date 9/7/16

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Timothy Grace, hereby state my intent to enroll my
(print name of parent/guardian)

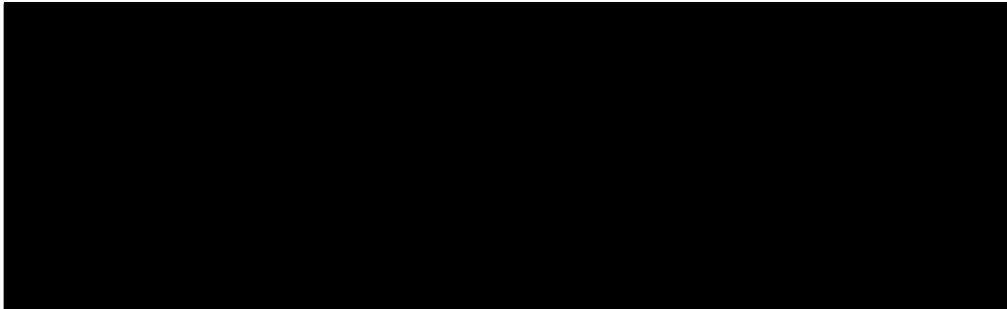
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Timothy Grace 18 12th 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: It is beneficial to students, and could help the community in the future

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Timothy Grace Date 9-9-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Stephanie Shears, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Rodney Grant 9 4th
First and last name of child Child's current age and grade

Briana Henderson Pre-K-4
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Stephanie Shears Date 9-11-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Ronald Roy Grant, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Ronald Roy Grant Jr Child's current age and grade _____ Date of Birth _____
First and last name of child

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

First and last name of child Child's current age and grade _____ Date of Birth _____

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Ronald Roy Grant Date 9/4/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Elizabeth Johnson hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Kim Johnson Child's current age and grade 6 Date of Birth 

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____



Email Address: _____

Public School District of Residence: St. Bonifacio

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Elizabeth Johnson Date 9-21-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Bruce Jackson, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Mike Jackson 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Bruce Jackson Date 9-11-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Yanna Schley, hereby state my intent to enroll my
(print name of parent/guardian)
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school:

Galotta Schley 8
First and last name of child Child's current age and grade

Yusef Schley 6
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Yanna Schley Date 9-26-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Kevin Allen, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Xvaic Allen 12 
First and last name of child Child's current age and grade Date of Birth

Tina Allen 14 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: 

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Kevin Allen Date 09-26-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Theresa Wilson, hereby state my intent to enroll my
(print name of parent/guardian)

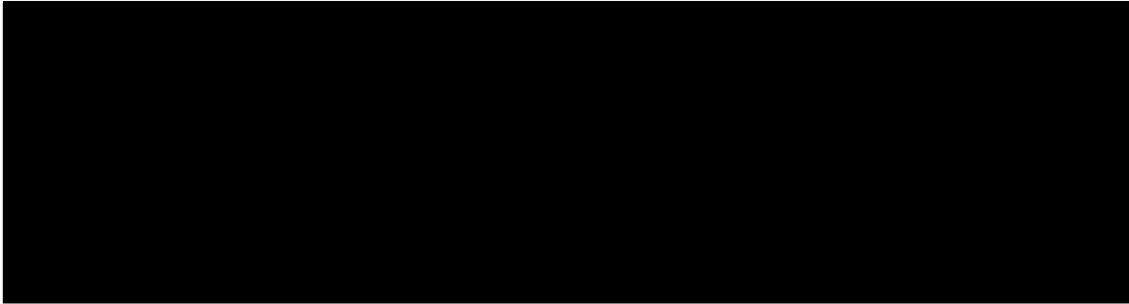
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Robert Curry-By 4 meek 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Theresa Wilson Date 9/28/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Theresa Lanzey, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Samia Lanzey 8 yrs 3 [REDACTED]
First and last name of child Child's current age and grade Date of Birth

Geonna _____ _____ _____
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: Phila

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Theresa Lanzey Date 9-26-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Ashley Booker, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Geonna BROWN 6 1st [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: [REDACTED]

Street Address: _____

City and Zip Code: [REDACTED]

Email Address: _____

Public School District of Residence: Public

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Ashley Booker Date 9-26-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, RAHUL SHARMA, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

NASHIMA SHARMA 8 yrs 2nd grade
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: PANAMA PANAMA

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Rishi Date 09.27.01

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Samantha Praylor, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school,

Samantha Praylor Child's current age and grade 4 3 Date of Birth 
First and last name of child

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Samantha Praylor Date 2/9/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Dwight Williams, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

SANA Williams
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Dwight Williams Date 9/8/11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, GARY Meriwether, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

X RAYSELL 8 
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

X Telephone Number: _____

X Street Address: _____

X City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

X Signature: Gary Meriwether Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, _____, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

Hubna Ibrahim
First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

Telephone Number _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World
Civilization Charter School and why you are considering sending your child there if it is
granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been
granted a charter. By signing this pre-enrollment form, I am stating my intent to send my
child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do
so. If a charter is granted for the school, I understand that I will need to complete official
enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date _____

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Margaret Ethridge, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Kevin Ethridge 16yr 11grade [REDACTED]
First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Margaret Ethridge Date 9-9-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Valerie Jones, hereby state my intent to enroll my
(print name of parent/guardian)

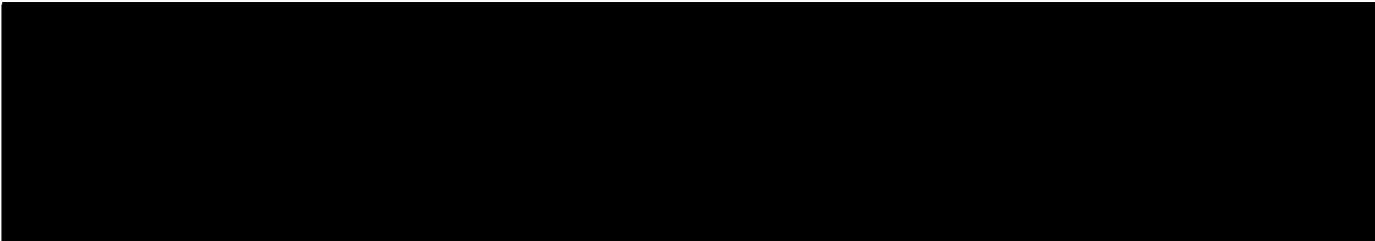
child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

ANIVAN CARTER 7 yrs - 2 
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth



Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Valerie Jones Date 9-28-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Valisha McLean, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Marcel Harrison 12-6th
First and last name of child Child's current age and grade

Maquel Harrison 9-4th
First and last name of child Child's current age and grade

Wasain Harrison 8 3rd
First and last name of child Child's current age and grade

Raheim Harrison 8 3rd
First and last name of child Child's current age and grade

Email Address: _____

Public School District of Residence: Phila

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Valisha McLean Date 9-9-2011

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Keira D Jones, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school.

Hencef K. Hadden 11 / 5th 

First and last name of child

Child's current age and grade

First and last name of child

Child's current age and grade

Date of Birth

First and last name of child

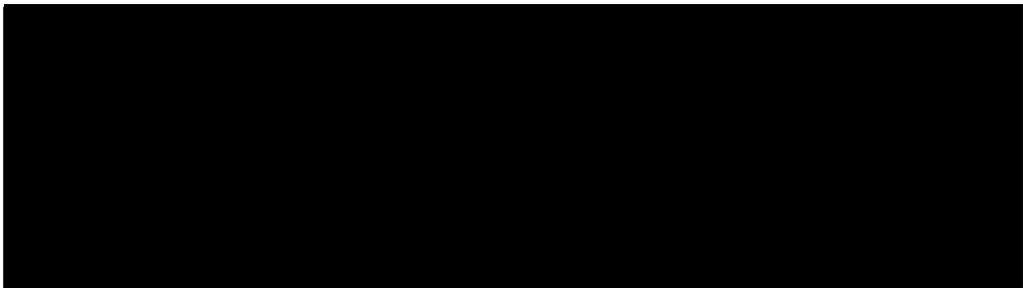
Child's current age and grade

Date of Birth

First and last name of child

Child's current age and grade

Date of Birth



Email Address: _____

Public School District of Residence: Cleveland

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Keira D Jones Date 9-20-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Dianetta Porter, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Alexis Josey Child's current age and grade 16 10th Date of Birth 

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____

First and last name of child _____ Child's current age and grade _____ Date of Birth _____



Email Address: _____

Public School District of Residence: New Jersey

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Dianetta Porter Date 9-8-11

PRE-ENROLLMENT FORM
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL
solomoncharter@yahoo.com

I, Beatrice Johnson, hereby state my intent to enroll my
(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.
This is my expression of support for the approval of this charter school.

Widgera Harris 16-9
First and last name of child Child's current age and grade

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

First and last name of child Child's current age and grade Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter: _____

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: Beatrice Johnson Date 9-8-11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, SING KWOK, hereby state my intent to enroll my

(print name of parent/guardian)/父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Vivian Kwok	F	11	[REDACTED]



Public School District of Residence/学区: N. E.

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

Spicing Chinese & 文艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature] Date/日期 9/22/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

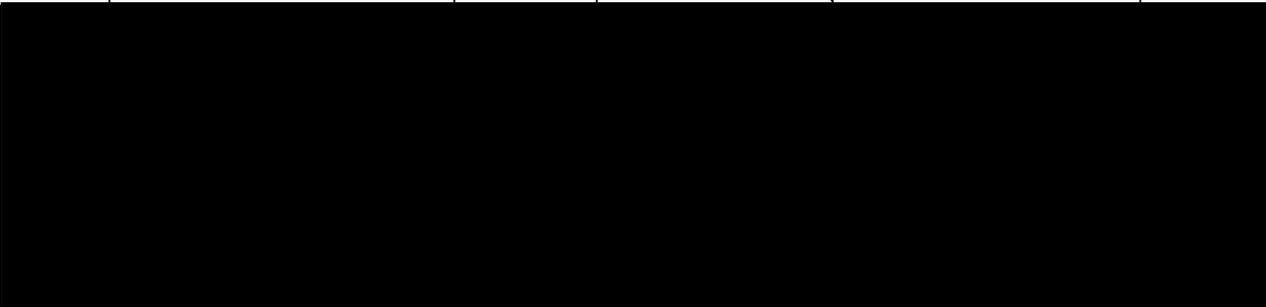
I, Haw Chen, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Yi Lim Chen	F	3	2008



Public School District of Residence/学区: Chino Town

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

more Chinese & English

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Haw Chen Date/日期: 9/28/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Dongzheng, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Dave Cheng	12	M	1999

Telephone Number/电话号码: _____
 Street Address/家庭住址: _____
 City and Zip Code/城市、邮编: _____
 Email Address/邮箱: _____

Public School District of Residence/学区: Chin Town

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

more 文艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Dongzheng Date/日期: 9/22/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, HIO CLAM, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
BRANDY HIO	M	8	2003

Telephone Number/电话号

Street Address/家庭住址:

City and Zip Code/城市、邮

Email Address/邮箱:

Public School District of Residence/学区: S PA

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

学 Chinese & English & 才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名: HIO CLAM Date/日期: 9/28/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Helen Kwok, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Hil Kwok	M ♂	5	2006

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: CHINA TOWN

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

Study Chinese & English 才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature] Date/日期: 9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 陈必银, hereby state my intent to enroll my

(print name of parent/guardian)/父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
陈金	女	7	2004

Telephone Number/电话号码:

Street Address/家庭住址:

City and Zip Code/城市、邮编

Email Address/邮箱:

Public School District of Residence/学区: 中国街

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: _____ Date/日期 _____

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 郑建邦 hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
郑乐	M	8	2003

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: Chin Town

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: _____ Date/日期 _____

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Hoi Yung Kwok, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Vivian Lu	F	11	2000年

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: Chun Tom

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：
孩子喜欢才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature] Date/日期 9/31/11

PRE-ENROLLMENT FORM/预报名表

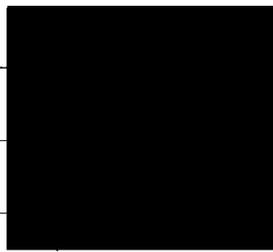
SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 胡 晔, hereby state my intent to enroll my
(print name of parent/guardian) 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
王彦	男	14	
洪静	女	13	
唐心怡	女	9	

Telephone Number/电话号码

Street Address/家庭住址:

City and Zip Code/城市、邮编

Email Address/邮箱:

Public School District of Residence/学区:

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

学习才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名: Hu Xi Date/日期 9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 姜春官, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
王婷云	女	22	[REDACTED]
王彦	男	18	
洪静	女	13	
蒋心怡	女	9	

T
S
C
[REDACTED]

Email Address/邮箱: _____

Public School District of Residence/学区: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

深造学问

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: Jiang, chunquan Date/日期 9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 郭昇美 hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
BRAMY 郭	男	4	2007

Telephone Number/电话号码

Street Address/家庭住址:

City and Zip Code/城市、邮编

Email Address/邮箱:

Public School District of Residence/学区:

Chun Tu

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

学习文化中国

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名:

[Handwritten Signature]

Date/日期

2/21/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 张统立, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
张瑞熙	男	21	

Telephone Number/电话号码

Street Address/家庭住址:

City and Zip Code/城市、邮编

Email Address/邮箱:

Public School District of Residence/学区:

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

学习才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名:

张统立

Date/日期

2011.9.30

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

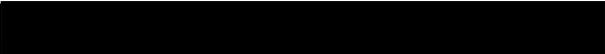
I, Suzie Tran, hereby state my intent to enroll my

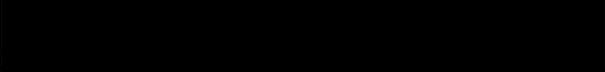
(print name of parent/guardian)/父母姓名

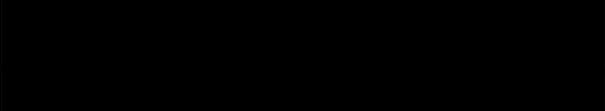
child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班, 以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
<u>Kevin Tran</u>	<u>M</u>	<u>15</u>	

Telephone Number/电话号码: 

Street Address/家庭住址: 

City and Zip Code/城市、邮编: 

Email Address/邮箱: _____

Public School District of Residence/学区: North East High

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名: Suzie Tran

Date/日期: _____

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

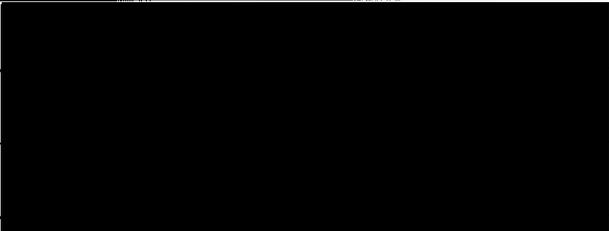
solomoncharter@yahoo.com/邮箱地址

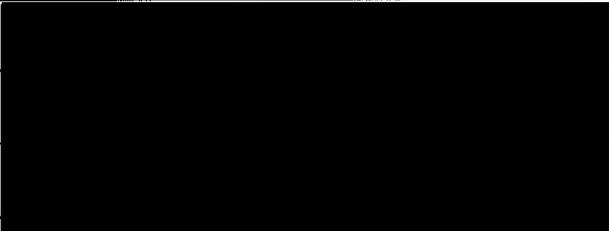
I, Lynn MAC, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

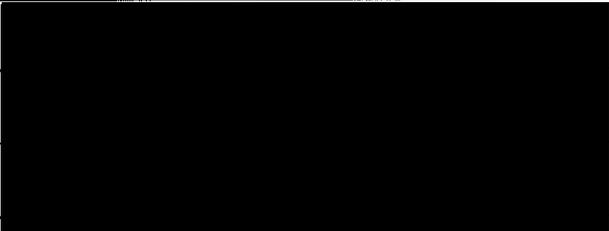
child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
<u>Darionnae</u>	<u>M</u>	<u>16</u>	

Telephone Number/电话号码: 

Street Address/家庭住址: 

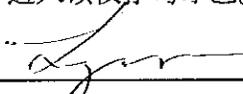
City and Zip Code/城市、邮编: 

Email Address/邮箱: _____

Public School District of Residence/学区: Roman High School

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名:  Date/日期: _____

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, STEVEN MAC, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
<u>patrick mac</u>	<u>m</u>	<u>15</u>	
<u>Richard mac</u>	<u>m</u>	<u>12</u>	

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: ARL CUB.

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: _____ Date/日期 _____

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Bruce ni, hereby state my intent to enroll my

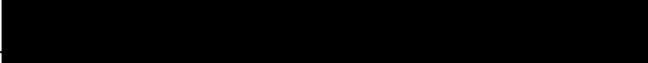
(print name of parent/guardian)/ 父母姓名

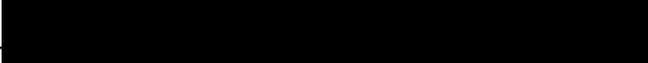
child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
<u>Kristy ni</u>	<u>F</u>	<u>16</u>	

Telephone Number/电话号码: 

Street Address/家庭住址: 

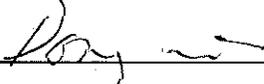
City and Zip Code/城市、邮编: 

Email Address/邮箱: _____

Public School District of Residence/学区: WORTH COUNTY

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名:  Date/日期: _____

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 张统立, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
张端龙	男	15	1994

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: N. E

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

学文化

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: 张统立

Date/日期 9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 张悦立, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
张宇棠	女	18	1993

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: N.E

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：
张宇棠

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: [Signature] Date/日期: 9/24/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 王立寒, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
王思婷	女	18	1993

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: N. E

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校:

学才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: 王立寒 Date/日期 9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 王立寨, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
王心媚	女	1998-13	1998

Telephone Number/电话号码:

Street Address/家庭住址:

City and Zip Code/城市、邮编

Email Address/邮箱:

Public School District of Residence/学区: N-E

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

学才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名:

王立寨

Date/日期

9/12/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 王立案, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
王心娜	女	17	1994

Telephone Number/电话号码

Street Address/家庭住址:

City and Zip Code/城市、邮编

Email Address/邮箱:

Public School District of Residence/学区: N. E

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

学才艺

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名: [Signature] Date/日期 9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 王立案, hereby state my intent to enroll my

(print name of parent/guardian/ 父母姓名)

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
王小萍	女	15	1996
王心			

Telephone Number/电话号码:

Street Address/家庭住址:

City and Zip Code/城市、邮编:

Email Address/邮箱:

Public School District of Residence/学区: N. E

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

艺术

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名:

王立案

Date/日期

9/20/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Wing Yum LAU hereby state my intent to enroll my

(print name of parent/guardian)/父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
person LAU	男	6	2005

Telephone Number/电话号码:

Street Address/家庭住址:

City and Zip Code/城市、邮编:

Email Address/邮箱:

Public School District of Residence/学区: S. PR

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校:

学习知识

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名:

Wing Yum LAU

Date/日期

9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 李俊一, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
卢花	女	4	2007

Telephone Number/电话号码: _____

Street Address/家庭住址: _____

City and Zip Code/城市、邮编: _____

Email Address/邮箱: _____

Public School District of Residence/学区: N.E.

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校：

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: 李俊一 Date/日期: 9/30/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, 刘荣仁, hereby state my intent to enroll my
(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班，以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
刘锦	M	4	2007

Telephone Number/电话号码

Street Address/家庭住址:

City and Zip Code/城市、邮编

Email Address/邮箱:

Public School District of Residence/学区: S. PA

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明：请解释为什么你支持索罗门世界文化才艺学校，并且为什么决定把孩子送入该校:

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表，仅仅是想表达，我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校，我还需要一些完整的官方注册文件。

Signature/签名: 刘荣仁 Date/日期 9/10/11

PRE-ENROLLMENT FORM/预报名表

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL/索罗门世界文化才艺学校

solomoncharter@yahoo.com/邮箱地址

I, Tong San Lu, hereby state my intent to enroll my

(print name of parent/guardian)/ 父母姓名

child(ren) in the Solomon World Civilization Charter School once it receives its charter.

This is my expression of support for the approval of this charter school./我们愿意让孩子们参加索罗门世界文化才艺学校的才艺课程班, 以此来支持索罗门世界文化才艺学校的开办。

Name 姓名	Gender 性别	Age 年龄	Birth 出生年月
Nancy Lu	F	9	2002

Telephone Number/电话号

Street Address/家庭住址:

City and Zip Code/城市、邮

Email Address/邮箱:

Public School District of Residence/学区:

S. PA

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter/说明: 请解释为什么你支持索罗门世界文化才艺学校, 并且为什么决定把孩子送入该校:

more study & etc

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school. 我知道索罗门世界文化才艺学校现在还没有得到政府的批准。我现在填写这份预报名表, 仅仅是想表达, 我非常想让孩子进入该校学习才艺。当然为了让孩子被批准入校, 我还需要一些完整的官方注册文件。

Signature/签名:

Tong San Lu

Date/日期

9/29/11

APPENDIX G
COMMUNICATIONS WITH DISTRICT

SOLOMON WORLD CIVILIZATION CHARTER

1213 VINE ST.
SUITE 209
PHILADELPHIA, PA 19107

September 26, 2011

Dr. Lee Nunnery, Acting Superintendent
School District of Philadelphia
440 North Broad Street
Philadelphia, PA 19130

Re: Notice of Intent to Open a Cyber Charter School

Dear Dr. Nunnery:

As required by the Pennsylvania Department of Education, we are informing the School District of Philadelphia of our intent to apply to open the Solomon World Civilization Cyber Charter School. The applied for open date is September 2012.

Solomon World Civilization Cyber Charter School intends to create the first cyber charter school in the Commonwealth of Pennsylvania that is founded on a philosophical study of the great world civilizations, languages and cultures as opposed to a more traditional on-line approach. Our School will provide a high quality education to students in grades K-12 who are looking for a new kind of school that meets their needs.

We look forward to continuing and expanding our educational partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Crane". The signature is written in a cursive, flowing style.

Stephen Crane
Founder – Solomon World Civilization Cyber Charter School

APPENDIX H
OUTREACH/MARKETING

WEB SITE

Solomon Charter

Welcome to our site

Strong academics and close community structure sharpen the mind; the cultural and language program of Hebrew and Chinese impart a global outlook.

Phone: 215 740 5082

Fax: 215 569 9779

Email:

solomoncharter@yahoo.com

m



Make a free website with

About Us

WE ARE A PENNSYLVANIA CYBER CHARTER AVAILABLE TO RESIDENTS OF THE COMMONWEALTH OF PENNSYLVANIA

Strong academics and close community structure sharpen the mind; the cultural and language program of Hebrew and Chinese impart a global outlook. Here is an initial look at what we are building:

The **Solomon Charter School** is dedicated to academic excellence (mathematic, chemistry, physic, biology, computers, history, English) and will impart to its students the skill sets, content knowledge, and ability to pursue behaviors that will allow each graduate to work to better our world and contribute in a meaningful way to our collective need to create and be part of bridges of understanding and cooperative efforts. This includes after school programs. Each member of our community of learners will be valued, validated and encouraged to work towards their full potential as critical thinkers and members of a community of cooperation and appreciated differences. Individual learning needs will be considered,

determined paths of excellence encouraged and the value of community and collective sustainability and growth fostered with an emphasis on the roots that sustain us and the dreams that excite us. We are also dedicated to provide our student's security & safety at the school territory.

Through emphasis on Core Clusters of Language/Culture/Civilization, beginning with Hebrew/Israel and Mandarin/China, we intend to impart to our students and their families the importance of roots and their grounding that provides for a bright future. Through a combination of cyber courses that will address and accommodate various levels and modes of learning and real time courses that will build community of which YOUR STUDENTS AND FAMILY will be an active part, we are excited about how we can work together to improve and change our world.

In order to continue our planning for this exciting venture, we need support, specifically YOUR support. To that end, we ask that you complete and submit these pre-enrolment forms. Please note that you are stating that our greater community will be enhanced by this particular school and its unique as well as forward thinking type of education. Please join us in birthing this wonderful new concept in meaningful and important education of our future generations of leaders – YOURS AND OUR CHILDREN!

Solomon Charter

Solomon Charter is in the Planning stages. To show interest and be included in developments, please fill out this pre enrollment form. It does not oblige you in any way. For Pennsylvania residents only. Print this page, fill out, and either fax to 215 569 8814 or scan and email to solomoncharter@yahoo.com. You can also highlight the page and paste it into a word document, then email that back to us. Thanks for your interest.

PRE-ENROLLMENT FORM

SOLOMON WORLD CIVILIZATION CHARTER SCHOOL

solomoncharter@yahoo.com

I, _____, hereby state my possible intent to enroll my

(print name of parent/guardian)

child(ren) in the Solomon World Civilization Charter School once it receives its charter. This is my expression of support for the approval of this charter school.

_____	_____	_____
First and last name of child	Child's current age and grade	Date of Birth
_____	_____	_____
First and last name of child	Child's current age and grade	Date of Birth
_____	_____	_____
First and last name of child	Child's current age and grade	Date of Birth
_____	_____	_____

First and last name of child

Child's current age and grade

Date of Birth

Telephone Number: _____

Street Address: _____

City and Zip Code: _____

Email Address: _____

Public School District of Residence: _____

Comments: Please state any special reason why you support the Solomon World Civilization Charter School and why you are considering sending your child there if it is granted its charter:

I understand that the Solomon World Civilization Charter School has not yet been granted a charter. By signing this pre-enrollment form, I am stating my intent to send my child(ren) to the Solomon World Civilization Charter School, but I am not obligated to do so. If a charter is granted for the school, I understand that I will need to complete official enrollment documents in order for my child(ren) to be enrolled at the school.

Signature: _____ Date _____

BROCHURES

CHINESE AND HEBREW CHARTER SCHOOL

!!! FINALLY !!!

For further information, email at Solomoncharter@yahoo.com come to a small open dialogue Sunday May 2 at 1209 Vine St., 3rd Fl., 3:00 pm or Thursday May 6 also at 1209 Vine St., 3rd Fl., 6:30 pm; also Monday May 3 at 7:00 pm, 8336 Bustleton Ave., Paradise Restaurant in Bell's Corner Shopping Center. (We are preparing our web site, phones, and office). Visit us on Facebook

A Pennsylvania cyber charter school.

- * Rigorous academic program in the 3 R's.
 - a. The gamut of important literature
 - b. Sentence Structure, Composition, Polemics
 - c. Algebra, Geometry, Trigonometry, Calculus, Logic
 - d. Biology, Chemistry, Physics, Computer
- * The other 3 R's : Respect Responsibility Resolve
- * The basis of our civilization.
 - a. Beginning of civil society in ancient Israel
 - b. Moses: ethics & law, "Let my people go." connected to Jefferson: right and

duty to throw off despots
c. No murder, no false witness,
impartial judges, one moral law,

craftsmanship not plunder.
d. Defending civil society: diligence,
resistance, lessons of holocaust (s),
armament & exodus

- * Active extra-curricular opportunities.
Yearbook, newspaper, track, chorus,
theater, etc
- * Accommodation for dietary preference.
- * Ancient and modern examination of
Mideast.
- * Location: 1209 Vine Street.
- * Opening September this year, 2010.
- * Initial grades 6 – 10
- * No tuition or tuition fee.
- * For all counties in the Philadelphia area.
- * This is a public charter school and does
Not discriminate based on ethnicity or
religion; does not teach religion.

New Charter School

Dear friends,

Thank you for your continuing interest in the new cyber Charter School. Please remember that this little group starting the school is only an initiation committee, and it is you, parents, and other friends that are the guidance or steering committee.

Reception has been positive.

I will try to drop off brochures to most of you. If you definitely want or don't want any, please reply.

Please plan to host or suggest a host for neighborhood coffee dialogues.

Coffee schedule for the next 7 days:

- a. Sunday May 2 3:00 at 1209 Vine coffee 3rd fl.
- b. Monday May 3 7:00 at 8336 Bustleton Ave., Paradise Restaurant in Bell's Corner Shopping Center.
- c. Thurs May 6 at 6:30 at 1209 vine St. 3rd fl

Steve Crane

В центре Филадельфии в сентябре 2010 года открывается чартерная школа

1. В государственной чартерной школе детей не обучают религии и не дискриминирует на основании расы, этнической принадлежности или религии.
2. Обучение в школе бесплатное.
3. Школа открыта для всех детей, проживающих в Большой Филадельфии.
4. Мы хотим создать школу, которая станет известной среди активных жителей нашей общины.
5. Создание чартерной школы с изучением иврита.
6. Обучение проводится на английском языке в строгом соответствии с учебной программой Пенсильвании.
7. Иврит является вторым языком.
8. Курс еврейской культуры будет внедрен в программу гуманитарных предметов, чтобы привлечь учащихся к изучению второго языка.
9. Знакомство с историей трактовки древней и современной эмансипации, гражданских прав, плюрализма и потенциальными возможностями развития общества с многонациональной структурой.
10. Некоторые другие правила Гражданского Общества: Уважение, Ответственность, Решительность.
11. Каково содержание плана? Каковы перспективы?
12. Следите за информацией о школе по адресу....
13. Следите за расписанием предстоящих информационных собраний.
14. Принимайте участие в развитии школы. Пожалуйста, свяжитесь с нами для обсуждения возможной помощи с вашей стороны в создании выдающейся, сильной школы нашей общины.

НАИБОЛЕЕ ЧАСТО ЗАДАВАЕМЫЕ ВОПРОСЫ

Вопрос: Какова миссия школы?

Нашей задачей является внедрение иврита, литературы и культуры в академическую программу школы, предоставляя учащимся образование и обучение на высоком педагогическом и содержательном уровне.

Вопрос: Это религиозная школа?

Нет. Чартерная школа с изучением иврита не будет преподавать религиозных предметов или ограничивать прием в школу по религиозным убеждениям. Мы надеемся, что эта школа увеличит число людей, которые будут изучать и знать иврит, еврейскую культуру и Израиль.

Вопрос: Собираетесь ли вы конкурировать с религиозными программами при синагогах для детей?

Чартерные школы не являются религиозными школами. Некоторые родители могут захотеть отдать своих детей также и в религиозную школу в дополнение к их обучению в чартерной школе. Так же, как родители, посылающие детей на обучение в государственную школу, что является их частным решением, не имеющим отношения к чартерной школе с изучением иврита.

Вопрос: В какие классы производится набор?

Предполагается начать с 6-го по 10-й класс, с переходом в дальнейшем на обучение с 6-го по 12-й класс.

Вопрос: Как студент может поступить в школу?

Пожалуйста, начните с посещения одного из наших информационных собраний. Контактируйте с нами по электронной почте для получения информации.

Вопрос: Могу я встретить кого-нибудь из сотрудников школы?

Да, конечно. Пожалуйста, приходите на наши информационные собрания.

Вопрос: Какое количество студентов будет в вашей школе?

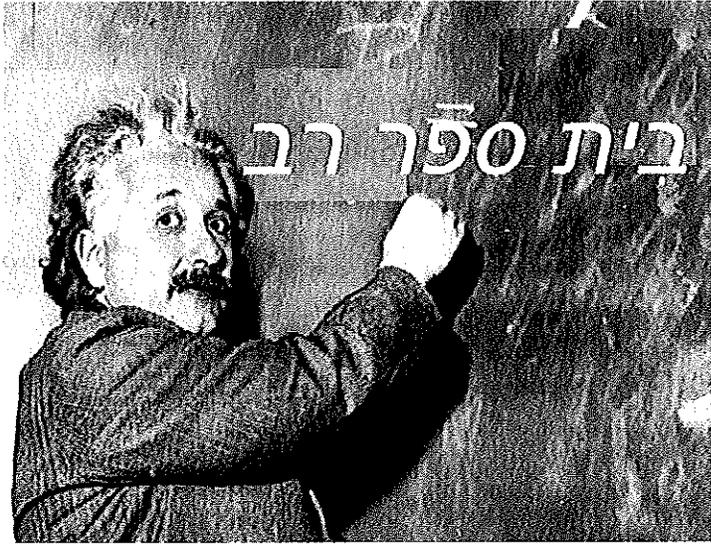
Мы предполагаем начать приблизительно со 100 человек, а потом продолжать расширяться.

Вопрос: Будет ли эта школа конкурировать с существующими в Филадельфии еврейскими школами?

В Еврейской общине города, насчитывающей более 200,000 человек, может быть больше школ, чем существует в настоящее время. В центре города нет ни одной еврейской школы. И поскольку наша школа будет в корне отличаться от других, у нас продумана специальная программа для предоставления большего выбора студентам, в том числе, предметов обучения. Эта школа будет открыта как для евреев, так и для не евреев, подобно любой государственной школе.

Вопрос: Будут ли в школе проводиться спортивные занятия после уроков?

Да. Наши студенты будут членами Международной Программы Чартерных Школ, которые предлагают дополнительные спортивные занятия.



CHARTER SCHOOL OPENING GRADES 6 - 10

ACADEMIC EDUCATION

DEDICATED TEACHERS

AFTER SCHOOL PROGRAMS

REGULAR SUBJECTS IN ENGLISH

CYBER INSTRUCTION

OFFICE AT 12TH AND VINE ST.

FOR INFORMATION:

Attend a coffee meeting

email us at this address -

Solomoncharter@yahoo.com

Call 215 740 5082

This public charter school does not
teach religion or discriminate based

on race, ethnicity or religion.

No tuition or tuition fee

Open to students from all counties in
the Greater Philadelphia region

THE HEBREW LANGUAGE
CHARTER SCHOOL INITIATIVE
1209 Vine St., Philadelphia, PA
215-740-5082

עברית ללימוד ספר בית

Forming Now

GET INVOLVED!

*We are planning to create
a school that will be the
hub of an active community.*

*Please contact us to discuss
how you can contribute to
building a strong and vibrant
community-centered school.*

*Find out about upcoming information meetings:
215 740 5082*

COMMUNITY MEETINGS

Solomon Cyber Charter is the result of immense input and shared information. Beginning in early 2010, in each month, 2 – 4 meetings have been held and countless smaller conversations with individuals or smaller groups. These easily total in the range of 200.

Therefore the founding principles of the school reflect the expectations and desires of a broad range of Pennsylvania residents from all walks of life including many races, all levels of economic situations, across the political landscape, many ethnic groups, different educations values, and various geographical locations in the Commonwealth.

It turns out that there is an amazing consensus among all the interested parties for accent on academics, for close scrutiny, for the advantages of cyber and computer, and the Solomon blend of cyber and class.

APPENDIX I
FACILITIES

LETTER OF INTENT TO LEASE PROPERTY

On this 27th day of September is made a **declaration of intent** between 1225 Vine Street Investment Partnership, LP (hereinafter "Lessor"), owners of the land and building at 1225 Vine Street, Philadelphia, PA 19123, with offices at that same address, and Solomon Charter School, Inc., a Pennsylvania non-profit corporation with offices at 1213 Vine Street, Philadelphia, PA 19123 (hereinafter "Lessee").

Whereas Lessee desires to lease the first and second floor of 1225 Vine Street (hereinafter "Property") for use as a school, and Lessor agrees to lease Property to Lessee,

And Whereas, the Property has previously and recently been used as a school,

NOW, THEREFORE, the parties hereto agree as follows:

1. Lessor and Lessee will enter into a lease for Property.
2. Rent shall be \$20,000 per month, rent due on the first of a month with 10 days grace period.
3. Lessor shall undertake interior alterations based on mutually acceptable plans prepared by Lessee to the Property to rearrange classrooms, corridors, and offices. Maximum expense incurred by Lessor not to exceed \$20,000.
4. The initial term of the Lease shall be five (5) years, with the option of the Lessee to Extend for 3 additional five (5) year terms.
5. Rent shall increase ten percent (10%) at time of each lease renewal.
6. Lease shall commence August 1, 2012 but rent commencement date shall be 2012.
7. Lease and this declaration are contingent on approval of the Commonwealth of Pennsylvania for Lessee to operate a cyber charter school.
8. Lessee shall diligently apply to the Commonwealth of Pennsylvania for approval to operate a cyber charter school.
9. Non-binding Agreement. This agreement is a non-binding letter of intent and no party is bound to anything. Notwithstanding either party's execution hereof, nothing in this letter shall create a legally enforceable contract and no party shall be bound to anything unless and until a definitive lease agreement has been fully negotiated by respective counsel, drafted and executed by both parties. This letter is therefore for discussion only and no party shall have any obligation to continue negotiations.



1225 Vine Street Investment Partnership LP



Solomon Charter School, Inc

APPENDIX J
SPECIAL EDUCATION POLICIES

**SOLOMON WORLD CIVILIZATION CYBER
CHARTER SCHOOL
INDEX OF DRAFT SPECIAL EDUCATION
POLICIES & PROCEDURES**

1.	Assistive Technology Policy
2.	Behavioral Support Obligation Policy
3.	Student Find & Screening Policy
4.	Discipline Policy
5.	Enrollment Policy
6.	Evaluations Policy
7.	Homebound Instruction/Instruction in the Home Policy
8.	Intensive Interagency Policy
9.	Least Restrictive Environmental ("LRE") Policy
10.	Special Education Policy
11.	Student Records (Exceptional) Policy
12.	Surrogate Parents Policy
13.	Training Policy
14.	504 Policy

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Assistive Technology

As defined in federal and state law, assistive technology device means 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 students with disabilities. Assistive technology devices range from a simple switch for a student with particular physical limitations to a sophisticated vocal output augmentative communication device for a student with severe speech impairment.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology devices and/or services would be impossible to create.

The Board recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of students with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which local school districts must provide for a student with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a student to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a student with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/or services are necessary for the eligible student to meet educational demands and therefore receive FAPE.

THEREFORE

To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a student's

IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process (i.e., PennTech, IU, etc.).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible students receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is the school's responsibility to provide assistive technology devices and services when included as part of a student's IEP. The school is responsible for the maintenance and repair of assistive technology devices used to implement a student's IEP.

Administration should seek assistance from the Commonwealth regarding the purchase and payment for Assistive Technology and should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a student's MA number is provided on an equipment acquisition form. If the device is billed to MA, Administration will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. Administration may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Behavioral Support Obligations Policy

In accordance with the Pennsylvania Department of Education's direction, Gettysburg Montessori Board of Trustees recognizes as follows:

Medicaid (MA) funded wraparound mental health services are available for students with disabilities for whom Solomon World Civilization Cyber Charter School has an obligation to provide a free appropriate public education (FAPE). The Board also recognizes that, regardless of what services are available through MA, Solomon World Civilization Cyber Charter School retains the obligation to guarantee its students with behavioral disabilities who need one-to-one support do not experience delays or gaps in service. The term "one-to-one support" means the individual support of an adult to address the behavioral needs of a student, over and above the individualized assistance that the child would normally receive from the teacher and other staff assigned to the child's class(es).

Some children need one-to-one support to address behavior problems in the school setting. When families agree and are eligible for MA, the school can often meet this need using the resources of the MA funded mental health system - usually MA funds train individuals called Therapeutic Staff Support, or TSS, to help in the school setting. However, regardless of whether MA funded resources might be available, the Chester School of the Arts retains the ultimate responsibility for assuring that children with disabilities are provided with an appropriate education, including, when necessary, one-to-one support.

Whenever an Individualized Education Plan (IEP) or §504 team formally determines that a child needs one-to-one support for all or part of a school day, the service must be listed on the child's IEP or service agreement. The School will ensure there are no delays or gaps in service delivery, even if that means using qualified staff to provide the support. In short, the School will not rely exclusively on the provision of a TSS by the MA system to meet its obligation to provide the one-to-one support needed to provide FAPE to its students. Moreover, Solomon World Civilization Cyber Charter School recognizes it is never appropriate to deny a student access to school or school transportation because of the unavailability of a TSS.

Guidelines for Including One-to-One Support on IEPs and Service Agreements:

The key question for the IEP and service agreement teams is whether the child needs this degree of help to be maintained in the school setting, and to make meaningful progress in accomplishing his/her educational and behavioral goals. Again, if one-to-one support is needed, it must be listed on the IEP or service agreement, even if the family and the school expect that the support will be provided through MA.

Some sources of information for the teams are:

- The results of the child's functional behavioral assessment, and any other evaluations available to the teams, including evaluations from the child's mental health provider;
- Reports from the child's parents, teachers and other persons with information relevant to the child's behavioral needs;
- The child's past history in making meaningful progress in his or her educational program -including the child's progress toward socialization goals - without one-to-one support;
- The child's record of disciplinary offenses, including multiple short-term suspensions.

Students who are determined by their IEP or §504 teams to need one-to-one support must have a behavior plan that is part of the child's IEP or service agreement. That plan must list the one-to-one support, and describe it with specificity: i.e., the plan must include a description of the educational and behavioral needs of the child that will be addressed; the amount of service that will be provided; and how progress will be measured. This information must be sufficiently completed to permit adequate collaboration and cooperation with a MA mental health agency, and to permit the Charter School staff to provide the one-to-one support as described in the IEP or service agreement if the TSS, or another non- staff, is or becomes unavailable.

To the extent that the child's treatment plan as developed by the MA mental health agency includes information that is pertinent to the child's educational needs, or coordination among the Charter School and MA personnel, that information should be included, with the parents' consent, in the behavior plan. The IEP or service agreement should also identify other agencies or persons not employed by the Charter School who will be involved with the provision of one-to-one support to the child; describe the role of each agency/person in implementing the IEP goals; and describe the manner in

which the TSS or other staff, and the teachers, aide(s) or other personnel, will coordinate their efforts.

In all cases in which the team and the family anticipate that the needed one-to-one support will be provided by a TSS, the team will specify in the IEP or service agreement how the Charter School will insure that the service is provided without gaps or delays - especially when the child is unable promptly to obtain the TSS through MA, or the TSS becomes unavailable. If appropriate, Solomon World Civilization Cyber Charter School will designate specific and sufficiently trained staff to provide the support, or develop a school-wide pool of adequately trained staff.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

**Solomon World Civilization Cyber Charter School
Board of Trustees Policy**

Student Find and Screening Policy

The Principal, or his/her designee shall ensure that students with disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

Public Awareness

The Principal, or his/her designee shall ensure that the following public awareness activities occur concerning programs and services for students with disabilities who attend the Charter School:

Solomon World Civilization Cyber Charter School shall publish once annually a written notice, in means accessible to the School families, including, in the School's newsletter, on the School's web site and at the School's main office, a description of student identification activities, of the School's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by Solomon World Civilization Cyber Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law;

Outreach Activities

The Principal or his or her designee shall ensure that the following outreach activities occur concerning programs and services for students with disabilities who attend Gettysburg Montessori Charter School:

- Offer parents and family information regarding training activities and publicize the availability of such activities to all parents;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, information concerning the types of special education programs and services available in and through the School and information regarding the manner in which parents can access those services.

- Provide or obtain periodic training for the School's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.

Screening

The Principal or his or her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty;
- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;

- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, Solomon World Civilization Cyber Charter School may initiate a multidisciplinary team reevaluation without completion of the screening process. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Discipline of Special Education Students Policy

The Board recognizes that when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

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

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

The School shall comply with all applicable laws pertaining to the discipline of students with disabilities. Current guidelines to be followed are outlined below. Administration is directed to consult with its solicitor regarding the discipline of special education students as these guidelines are subject to change:

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

School personnel may remove a student with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to students without disabilities).

A change in placement requires a prior written notice (a Notice of Recommended Educational Placement or "NOREP"). [The exclusion of a student with mental retardation

who attends a charter school, for any amount of time is considered to be a change in placement and requires prior written notice (assuming the disciplinary event does not involve drugs, weapons and/or serious bodily injury).] If the parent does not agree with the change in placement on the Notice of Recommended Educational Placement (NOREP), the student remains in the existing placement until due process is completed, unless school officials take further action and go to court. A removal from school is not a change in placement for a student who is identified with mental retardation when the disciplinary event involves weapons, drugs and/or serious bodily injury.

If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities although it may be provided in an interim alternative educational setting.

A student with a disability who is removed from the student's current placement (irrespective of whether the behavior is determined to be a manifestation of the student's disability) shall:

- (i) Continue to receive educational services, as provided, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
- (ii) Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

MANIFESTATION DETERMINATION— In general, within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team (as determined by the parent and the School) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine—

- (I) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (II) If the conduct in question was the direct result of the School's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either subclause (I) or (II) is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION—If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall—

- (i) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such student, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described above;
- (ii) In the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- (iii) Return the student to the placement from which the student was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

SPECIAL CIRCUMSTANCES—School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student—

- (i) Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or School;
- (ii) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- (iii) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

NOTIFICATION—Not later than the date on which the decision to take disciplinary action is made, the School shall notify the parents of that decision, and of all procedural safeguards accorded.

DETERMINATION OF SETTING—The interim alternative educational setting shall be determined by the IEP Team.

APPEAL— The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or a School that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request a hearing.

AUTHORITY OF HEARING OFFICER— A hearing officer shall hear, and make a determination regarding, an appeal requested.

CHANGE OF PLACEMENT ORDER—In making the determination, the hearing officer may order a change in placement of a student with a disability. In such situations, the hearing officer may —

- (I) Return a student with a disability to the placement from which the student was removed; or
- (II) Order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or to others.

PLACEMENT DURING APPEALS—When an appeal has been requested by either the parent or the School —

- (A) The student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided, whichever occurs first, unless the parent and the School agree otherwise; and
- (B) The School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES—

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may

assert any of the protections provided for special education students if the School had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

A School shall be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred—

- (i) The parent of the student has expressed concern in writing to supervisory or administrative personnel of the School, or a teacher of the student, that the student is in need of special education and related services;
- (ii) The parent of the student has requested an evaluation of the student; or
- (iii) The teacher of the student, or other personnel of the School, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of such agency or to other supervisory personnel of the agency.

A School shall not be deemed to have knowledge that the student is a student with a disability if the parent of the student has not allowed an evaluation of the student or has refused services or the student has been evaluated and it was determined that the student was not a student with a disability.

If a School does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services except that, pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

Nothing shall be construed to prohibit the school from reporting a crime committed by a student with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

TRANSMITTAL OF RECORDS

A school reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the School reports the crime.

CONTROLLED SUBSTANCE—The term ‘controlled substance’ means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

ILLEGAL DRUG—The term ‘illegal drug’ means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

WEAPON—The term ‘weapon’ has the meaning given the term ‘dangerous weapon’ under section 930(g)(2) of title 18, United States Code.

SERIOUS BODILY INJURY—The term ‘serious bodily injury’ has the meaning given the term ‘serious bodily injury’ under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Special Education Student Enrollment Policy

Administration must not deny enrollment or otherwise discriminate in admission practices on the basis of a child's need for special education or supplementary aids or services.

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Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Evaluations, Reevaluations, Independent Evaluations Policy

The Board of Trustees of Solomon World Civilization Cyber Charter School recognizes that a student may need special help that is not normally needed by other students in the regular education classroom to make progress in school. Therefore, the Board adopts this policy:

If a student demonstrates that he or she has a physical, sensory, mental or emotional disability or may otherwise be in need of special education services, or if the parents express a concern about the student's progress in school, the student may be referred for a special education evaluation. The entire evaluation process for each student will be conducted in accordance with applicable state and federal laws. This policy summarizes the requirements of applicable state and federal laws. However, it is not a substitute for those laws and changes in the laws must be monitored by Administration.

An evaluation team must be convened to review the information necessary to determine the need for a special program. If the evaluation team determines the need, the IEP team then designs a program to help the student make progress.

During the evaluation process, the evaluation team must gather information that will be used to find out if a student really does need special education and, if so, the types of services needed.

The evaluation must include information from the student's teacher, such as the results of informal tests and narrative statements describing the student's strengths and needs. The evaluation process must include an evaluation by the appropriate individuals, (such appropriate individuals include but are not limited to a school psychologist; tests conducted by a hearing specialist or an evaluation from a medical doctor for a student with health problems; input from a therapist if certain related services, such as physical, language, speech or occupational therapy, may be needed).

A student may be referred for an initial evaluation in two ways:

1. parents may ask the school to evaluate their student at any time;* or
2. the school may contact parents to ask permission to have a student evaluated.

If the parents request the school to evaluate their student, the school must respond to the parent by sending the formal *Permission to Evaluate* format or by indicating in writing that they are declining the request for an evaluation on the formal *Notice of Recommended Educational Placement* format.

Parental consent must be in writing. School officials cannot proceed without written permission. If the parents refuse to give consent for the evaluation, school officials may request a due process hearing to get approval.

The individual who conducts the evaluation shall hold an active certification from the Pennsylvania Department of Education that qualifies the evaluator to conduct the type of evaluation that he or she is conducting of the student. If certification from the Pennsylvania Department of Education is not issued for the particular area of professional practice in which the evaluator is otherwise lawfully engaged, the evaluator shall hold such license or other credentialing as is required for the area of professional practice under Pennsylvania law.

The evaluator shall prepare and sign a full report of the evaluation containing: a clear explanation of the testing and assessment results; a complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format; a complete summary of all information obtain or reviewed from sources other than testing conducted by the evaluator; and specified recommendations for educational programming and, if possible, placement.

Once the student has been identified as being eligible for special education, the student must be reevaluated to determine whether the student's needs have changed. A reevaluation must be conducted every three years per state law unless expressly waived by the parties in accordance with state law. An exception to this is if a student has mental retardation. For students who have been determined to have mental retardation, reevaluations must occur every two years according to state law.

The reevaluation process begins with a review of existing evaluation data by the IEP team. All IEP team members must participate in the reevaluation process. The information the IEP team must review includes, but is not limited to, existing evaluation data, evaluations and information provided by the parents, current classroom-based assessments and observations, observations by teachers and services providers, and whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general curriculum.

At the end of the review, the IEP team concludes either that no additional data are needed to determine continued eligibility for special education and related services, or that there is a need for additional data.

When additional data is needed to complete a reevaluation to determine whether the student continues to be a student with a disability and still in need of special education, school officials must also obtain written permission (formal *Permission to Reevaluate* format) for reevaluations. However, if the school has made "reasonable attempts" to get permission and has failed to get a response, it may proceed with the reevaluation.

Reasonable attempts must consist of:

- Documented Telephone calls
- Registered (return receipt required) and First Class Mail letters to the parents
- Visits to the home or parents' place of business

All evaluations (whether an initial evaluation or a reevaluation) needed to determine a student's eligibility for special education services must be provided by the school at no charge to the parents.

If a student needs special education, the special programs and related services as determined by the IEP team will be provided free by that student's school. Results of the evaluations must be made available for parental review.

The parents of a student with a disability have the right to obtain an independent educational evaluation of the student. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the student in question. The Charter School shall provide to parents, upon request for an independent evaluation, information about where an independent educational evaluation may be obtained and the agency criteria applicable for independent evaluations. The Charter School shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall make that list available promptly to any parent who requests it.

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the School. Public expense means that the School either pays for the evaluation or ensures that the evaluation is provided at no cost to the parent. If a parent requests an independent educational evaluation at public expense, the School must, without unnecessary delay, either (1) initiate a hearing to show that its evaluation is appropriate or (2) ensure that an independent evaluation is provided at public expense unless the School demonstrates in a hearing that the evaluation obtained by the parent did not meet School criteria.

If the school initiates a hearing and the final decision is that the School's evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense.

If a parent requests an evaluation at public expense, the School shall ask in writing for the parent's reason why he or she objects to the public evaluation. However, it must be made clear that the explanation by the parent may not be required and the School may not unreasonably delay either providing the independent evaluation at public expense or initiating a hearing to defend its evaluation.

If a parent obtains an independent evaluation at private expense the results of the evaluation must be considered by the School, if it meets School criteria, in any decision made with respect to the provision of FAPE to the student and may be presented as evidence at a hearing relating to the student.

If an independent evaluation is at public expense the criteria under which the evaluation is obtained including the location of the evaluation and qualifications of the examiner must be the same as the criteria that the School uses when it initiates an evaluation (see above and below for school evaluation criteria) to the extent that those criteria are consistent with the parents' right to an independent evaluation. These criteria must be made known to the parent.

The school may not impose conditions or timelines related to obtaining an evaluation at public expense.

All evaluations performed must take into account the student's English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Tests must be given in the student's native language or mode of communication (such as Braille or sign language) of the student, unless it is clearly not feasible to do so. Evaluations must also take into account the student's disability to be sure the test measures what it is supposed to measure. For example, a student with a severe visual impairment should not be given a small-print written test.

The specific tests used in the evaluation process depend upon the problems the student is experiencing.

In most cases, the student will be given several tests to help find strengths and needs.

The student must be observed by the student's teachers.

Information that parents provide must also be included in the evaluation.

The evaluation must gather information about a student's skills, social behavior, learning problems, learning strengths and educational needs.

All evaluations and reevaluations must include a review of all testing and assessments that were conducted, information from the parents, classroom observations and the observations of teachers and related service personnel. The evaluation or reevaluation must also tell what additions or changes are needed to help a student meet the goals described in the IEP, and to participate in and progress in the general curriculum (the skills and knowledge taught to all students in a specific school).

The evaluation team reviews all materials and decides if the student has one or more disabilities and needs specially designed instruction. It may recommend the specific type of programs and services needed. The team writes an *Evaluation Report*. The team may recommend that a student is not eligible and therefore does not need special education services.

The entire evaluation process must be completed within a reasonable amount of time from the date parents give their written permission, but no later than 60 days after the school receives the signed Permission to Evaluate or the Permission to Reevaluate. The relevant timeframe shall not apply if the student enrolls after the timeframe has begun and prior to a determination by the student's previous LEA as to whether the student is a student with a

disability but only if Solomon World Civilization Cyber Charter School is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the Charter School agree to a specific time when the evaluation will be completed; or, the parent of the student repeatedly fails to, or repeatedly refuses to produce the student for an evaluation.

All members of the evaluation team, including parents, are entitled to receive a copy of the *Evaluation Report*.

Solomon World Civilization Cyber Charter School will comply with and monitor changes in all state and federal time lines, procedures and due process requirements throughout the entire evaluation process. In the event that there are changes in state or federal law with regard to any part of this policy, the Charter School will comply with state and federal law.

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CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR
FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS
CONTROL.

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Instruction Conducted in the Home and Homebound Instruction Policy

Administration shall ensure compliance with the following:

Instruction conducted in the home is included in the definition of special education located in the federal regulations and is recognized as a placement option on the continuum of alternative placements for students with disabilities.

The use of instruction conducted in the home is restricted to students whose needs require full-time special education services and programs outside the school setting for the entire day. Ordinarily, these will be students who, because of a severe medical condition or mobility impairment, are unable to leave home to attend school.

Although a student placed by his or her Individualized Education Program ("IEP") team on instruction conducted in the home does not receive his or her program in the school setting, he or she remains entitled to a free appropriate public education equal to his or her non-disabled peers, unless this amount of instruction would jeopardize the child's health or welfare. In such cases, the IEP team can agree on fewer hours of instruction so long as the student still receives a free appropriate public education. In all circumstances involving the placement of a student on instruction conducted in the home, the school must file the form attached to the PDE's Basic Education Circular, 22 Pa. Code §342.42(c), issued September 1, 1997, or any form promulgated after this Policy has been passed, with the PDE within 5 days of the placement. The form is also located at <http://www.pattan.k12.pa.us>. The school must supply the PDE with information about the student, his or her disability, and the anticipated length and reason for the placement. In addition, the school must provide information regarding the person in the school whom the PDE can contact to discuss the placement if necessary.

Instruction conducted in the home is not an appropriate option in other situations, such as when a school is experiencing difficulty in arranging the program or placement that a student requires. In such cases, the school should continue to serve the student in accordance with his or her IEP while taking steps to promptly arrange for the services that the student requires. These steps may include seeking assistance from the PDE or from other child-serving agencies involved with the student.

Although instruction conducted in the home is not ordinarily permitted when the student has no condition preventing him or her from leaving the home, there are occasional, exceptional cases in which the parents and school agree to instruction conducted in the home as a short-term option. In these cases, the school must immediately file a report with the PDE utilizing the form attached to the PDE BEC cited above. As indicated on the form, the school is also responsible for informing the PDE when the short-term placement has concluded.

"Instruction conducted in the home," which is listed in the continuum of special education alternative placements in federal regulations, should not be confused with "homebound instruction," which describes the instruction a school may provide when a student has been excused from compulsory attendance under 22 Pa. Code §11.25 due to temporary mental or physical illness or other urgent reasons.

Although homebound instruction is not a special education placement option for students with disabilities, there are occasions when a student with a disability may receive homebound instruction due to a temporary excusal from compulsory attendance in the same manner as the student's non-disabled peers. Schools must also file the report referenced above with the PDE for students with disabilities for whom homebound instruction is approved and must also file a follow up report when the temporary placement has concluded and the student has returned to school. In addition, as indicated on the form, schools must attach to the form the physician's recommendation for homebound instruction.

If the temporary condition that precipitated the excusal from attendance for a student with disabilities results in a change in the student's need for specially designed instruction, the school may need to reevaluate the student. The school may also need to reconvene the student's IEP team to determine whether it is necessary to revise the IEP and change the student's placement to instruction conducted in the home.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Intensive Interagency Policy

Administration shall ensure that Solomon World Civilization Cyber Charter School identifies, reports and provides FAPE for all students with disabilities including those students needing intensive interagency approaches.

Solomon World Civilization Cyber Charter School must identify any students reported as Coredero class members and those students currently on instruction in the home or students with disabilities on homebound instruction.

Administration shall have procedures to ensure that services are located for difficult to place students.

Administration shall utilize the Regional Interagency Coordinators to assist in interagency planning and to mitigate and/or eliminate barriers to placement.

Administration shall ensure that training is provided regarding interagency approaches.

Where appropriate, other child serving systems, such as mental health, mental retardation, child protective services, juvenile probation, and drug-alcohol treatment services are used for difficult to place students.

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Least Restrictive Environment

Administration shall ensure that to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students needing interagency approaches to education must be identified and offered a free and appropriate education in accordance with this policy.

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**Solomon World Civilization Cyber Charter School
Board of Trustees Policy**

Special Education Policy

The Board of Trustees of Solomon World Civilization Cyber Charter School recognizes that charter schools are bound by Chapter 711 of Pennsylvania's Regulations, Charter School Services and Programs for Students with Disabilities.

The Board of Trustees of Solomon World Civilization Cyber Charter School also recognizes that charter schools are not exempt from federal special education laws or regulations. These include but are not limited to the Individuals with Disabilities Education Improvement Act (2004) ("IDEA") and Section 504 of the Rehabilitation Act of 1973.

According to IDEA, schools shall ensure that all students with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

The School must be able to document that students with disabilities, who are in need of special education programs and services, are identified and evaluated through student find activities. Student find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services.

The School must conduct systematic screening activities that lead to the identification and evaluation of students with disabilities. Basic screening procedures might include but are not limited to hearing and vision tests as well as grade level tests of academic performance.

The School must also have a system to evaluate the overall success and effectiveness of public awareness and student find activities. Such a system might include, but not be limited to, a community survey by mail or phone to determine how many residents had been reached by the public awareness and student find campaigns.

Solomon World Civilization Cyber Charter School recognizes that:

- Students with disabilities must be admitted on the same basis as students without disabilities.
- Upon admitting a student with a disability, the school must provide services to address the student's specific needs.
- When a student with a disability transfers to the school, the school is responsible for ensuring that the student receives services that are described in an Individualized Education Program (IEP), either by adopting the old IEP or by developing a new IEP.
- The School will use the most current and appropriate versions of Special Education Formats.
- To meet the requirements of federal law, the charter school may provide the services itself, or contract with another entity, such as an intermediate unit or school district, to provide the services, respecting the least restrictive environment requirements.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

**Solomon World Civilization Cyber Charter School
Board of Trustees Policy**

Student Find and Screening Policy

The Principal, or his/her designee shall ensure that students with disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

Public Awareness

The Principal, or his/her designee shall ensure that the following public awareness activities occur concerning programs and services for students with disabilities who attend the Charter School:

Solomon World Civilization Cyber Charter School shall publish once annually a written notice, in means accessible to the School families, including, in the School's newsletter, on the School's web site and at the School's main office, a description of student identification activities, of the School's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by Solomon World Civilization Cyber Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law;

Outreach Activities

The Principal or his or her designee shall ensure that the following outreach activities occur concerning programs and services for students with disabilities who attend Gettysburg Montessori Charter School:

- Offer parents and family information regarding training activities and publicize the availability of such activities to all parents;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, information concerning the types of special education programs and services available in and through the School and information regarding the manner in which parents can access those services.

Solomon World Civilization Cyber Charter School Policy and Procedure for Records Management, Acquisition, and Confidentiality

The Principal and designated staff person shall be the primary persons responsible for ensuring the confidentiality and management of educational and personnel records for all students, parents or guardians or caregivers, and staff at Solomon World Civilization Cyber Charter School.

Records Management

Records Storage and Location

General Education- General Education Records will be stored in the school's main office in a locked file cabinet. The Principal and School Secretary will have copies of the key and will make sure that files are managed and secured at all times.

Records of past students (Withdrawn/Transferred) - These records are maintained by the Principal and School Secretary and are filed in the school office.

Special Education- Special education records will be stored and maintained in a locked filing cabinet in the office of the Special Education Coordinator or other official designee of the Principal.

Faculty and Staff Personnel- Personnel records will be stored in the office of the School Secretary or Principal.

Contents of Educational Records File

A child who is designated as a student in need of special education will have a general education file and a special education file.

General Education- A complete student file will include, but is not limited to, copies of report cards and teacher comments, standardized test scores, official letters and notes between the school and parents or child, health immunization records, enrollment and withdrawal forms, and notices of disciplinary actions.

Special Education- All document pertaining to the legal process of special education but not limited to Permissions to Evaluate/Re-evaluate, Evaluation Reports, IEPs, NOREPs, and IEP Progress reports, as well as Psychological Evaluations. Communications between parents and school, copies of

disciplinary actions and other items that may be part of the general education file.

Faculty and Staff Personnel- Personnel files will include, but are not limited to, communications between administration and staff, formal and informal observations and samples of students work. They will also include background clearances, copies of any certifications, certificates, transcripts, etc.

Access to Records

General Education - General Education records will be secured in file cabinets in the school office. The school secretary and other designees of the Principal will maintain and update educational records without permission. Teachers will have access to academic records and other information that have an educational impact. They must request permission to review the records from the school secretary. The student's original records may not leave the office at any time. Parents may request the opportunity to see their child's file. Parents will be asked to put the request in writing and then they will be granted permission to view the file. The original file is not to be taken from the office and an official designee will supervise the viewing. Parents will, at that time, also be informed of their rights concerning their child's files.

Special Education- Special education records are highly confidential. These files will have additional restrictions. Special education records will be located in the office of the Special Education Coordinator. They will be in a locked and secured file cabinet. Contents of a student's special education records will be maintained by the Special Education Coordinator or designated special education teacher. Faculty and Providers of Related Services (Speech and Language, Occupational Therapy, Counseling, etc.) who wish to view the contents of the file for the purpose of professional application must see the Principal or the Special Education Coordinator. The file cannot leave the office and must be viewed in the presence and under the supervision of the Principal or Special Education Coordinator. Teachers and Providers of Related Services must sign off that they have viewed the file.

Acquisition of Special Education Records

Acquisition of special education records shall be the responsibility of the Special Education Coordinator. The following procedure shall be followed to obtain the records of any student that is identified as requiring special education services by the sending school or school district, the child or parent, or that is identified through the school CSP Process.

1. A written request for the complete confidential file, on school letterhead, will be sent to the sending school or school district and to the parent.
2. The letter will be followed by a telephone call to the sending school and parent within 7 calendar days.
3. If the records are not received within 14 calendar days, a second letter will be sent, indicating "2nd notice" to the sending school and parent. Additionally, a copy of the request will be sent to the Intermediate Unit's Office Special Education Liaison when appropriate.
4. The 2nd notice letter will be followed by a telephone call to the sending school and parent within 7 calendar days.
5. If the records are not received within 14 calendar days, a third letter will be sent, indicating "3rd notice" to the sending school and parent. Additionally, copies of the request will be sent to the Special Education Liaison of the Intermediate Unit's Office of Special Education Services.
6. If the records are not received within a reasonable period of time not to exceed 14 calendar days Solomon World Civilization Cyber Charter School may send a designated representative to the sending school to search for and retrieve records.
7. Upon receipt, all records will be date stamped and maintained according to the appropriate school policies.

Transfer of Records

Requests by parents, guardians, and caregivers to have educational records transferred to a new school will be done through the School Secretary, Principal, or Director of Student Services/Counseling.

Voluntary Withdrawal- Parent or guardian or caregiver must complete and sign a withdrawal form. The Principal is immediately notified of withdrawal requests. The School Secretary processes the request for the records transfer by making a copy of the entire file and sending it to the receiving school. A copy of the withdrawal form will be placed in the student's file. School Secretary should update district computers with the change of placement.

Special Circumstances- all document transfer and official communication with the authorities will go through the Principal. The Special Education Coordinator will manage the transfer of records to the proper authorities.

Uses of Gathered Information

The information gathered by Solomon World Civilization Cyber Charter School will be used to help make the community aware of the educational programs and

the goals of the school may use the information in fulfilling its duties of data gathering to local, state and federal governmental agencies and in writing of grants for funds and services aimed at improving the educational programs that are provided for its students. Whenever possible all efforts will be made to protect the identity of children and their families in the application for grants and the reporting of information to local, state or federal agencies.

Information may be used to increase understanding of the school through articles, photographs, possible postings on the school website and newsletters. Release forms must be secured. Parents will have an opportunity as they complete the annual registration process to sign permission slips for the release of information.

Trainings on managing and maintaining educational records

The Principal shall provide or arrange training and informational sessions to new and veteran teachers and staff. Informational sessions for parents will be done by the Principal and designated staff person about the rights of parents with regards to their child's educational records. When there is a need for additional training the Principal will turn to outside sources such as PaTTAN, the PA Department of Education and other training agencies.

Confidentiality Policy Regular and Special Education Student Records

Solomon World Civilization Cyber Charter School protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and qualified handicapped students (if not protected by IDEA '04) in accordance with the Family Educational Rights Privacy Act of 1974 (FERPA) and other applicable federal and state laws, policies and regulations.

"Educational records" means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for the purposes of this policy, means Solomon World Civilization Cyber Charter School. For all students, Solomon World Civilization Cyber Charter School maintains records, which include but are not limited to:

Personally identifiable information- confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or the student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory information- information contained in an education record or a student which would not generally be considered harmful or an invasion of privacy, if disclosed. It includes, but is not limited to, the student's name, address and telephone number, date and place of birth, major field of study, participation in recognized activities, weight and height, dates of attendance, award received and records from the most recent previous educational agency or institution.

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

They are:

1. Parents have the right to inspect and review a child's education records. Solomon World Civilization Cyber Charter School will comply with the request to inspect and to review education records without unnecessary delay and before any meetings regarding an IEP or any due process hearing, but in no case more than 30 days after the request has been made. Requests should be made in writing to the Principal indicating the parents wish to inspect. Parents will receive a response from the school for reasonable requests for explanations and interpretations of the records. Parents may request and receive copies of the records. While the school will not charge a fee to search for or retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review their child's records. If any education records contain information on more than one child, parents have the right to inspect and to review only the information relating to their child.
2. If parents believe that information in an education record is inaccurate, misleading or violates the privacy rights of their child, they may request an amendment to the record. Requests should be in writing and must specify why it is inaccurate or misleading. Solomon World Civilization Cyber Charter School will decide whether or not to amend the record and will notify the parents in writing of their decision. If Solomon World Civilization Cyber Charter School refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to parents or eligible students when notified to the right of a hearing.
3. Solomon World Civilization Cyber Charter School will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information is no longer

needed to provide educational services to a child. Such information must be destroyed at the request of parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed, may be obtained without time limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

4. Solomon World Civilization Cyber Charter School will provide upon request, a listing of the types and locations of education records maintained, the officials responsible for these records, and the person authorized to see personally identifiable information. Such personnel will receive training and instruction regarding confidentiality. Solomon World Civilization Cyber Charter School keeps a record of parties obtaining access to educational records, including the name of the party, the date access was given, the organization the party represents, and the purpose for which the party is authorized to use the records.
5. Parents have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. "Consent" means the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time; information may be disclosed with consent to the Charter officials with legitimate educational interests. A Charter School Official is a person employed by the immediate unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the Charter has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or assisting another Charter Official in performing his or her tasks. A Charter Official has a legitimate educational interest if the Official needs to review an educational record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

6. Upon written request, the Charter School will disclose educational records without consent to officials or another Charter School or school district in which a student seeks or intends to enroll.

7. Parents have the right to file a complaint to the U.S. Department of Education concerning alleged failures by Solomon World Civilization Cyber Charter School to comply with the requirements of FERPA. Complaints may be filed with the:
 - Family Policy Office
 - U.S. Department of Education
 - 401 Maryland Avenue, S.W.
 - Washington, D.C. 20202-4605

Solomon World Civilization Cyber Charter School Board of Trustees Policy

Surrogate Parent Policy/Ward of State Policy

Solomon World Civilization Cyber Charter School must ensure that an individual is assigned to act as a surrogate of a student when no parent or person acting as the parent can be identified, or the School, after reasonable efforts, cannot locate the parent.

Solomon World Civilization Cyber Charter School must have a method of determining whether or not a student needs a surrogate parent, and for assigning a surrogate parent to the student.

The School may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency, the School or any other agency that is involved in the education or care of the student. For a student who is a ward of the State, a surrogate may be appointed by a judge overseeing the student's care or by Solomon World Civilization Cyber Charter School.

For a homeless youth, not in the physical custody of the parent or guardian, the School must appoint a surrogate. The State Educational Agency must make reasonable efforts to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by the Charter School that the student needs a surrogate.

Consent for Wards of State The Individuals with Disabilities Act of 2004 contains language about seeking parental permission for initial evaluations when a student is a ward of the State. In Pennsylvania, however, if a student is designated a ward of the State, the whereabouts of the parent is not known or the rights of the parent have been terminated in accordance with State law; someone other than the parent has been designated to make educational decisions for the student. Therefore, the Charter School must obtain consent for an initial evaluation from the individual designated to represent the interests of the student.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

**Solomon World Civilization Cyber Charter School
Board of Trustees Policy**

Special Education Training Policy

Administration shall ensure that in-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities.

Personnel must be fully informed about their responsibilities for implementing state and federal special education laws and are provided with technical assistance and training necessary to assist them in this effort.

Training must be a part of the School's Professional Development Plan and Act 48 credits are made available.

Trainings must be administered in areas including but not limited to: behavior support, reading, FAPE in the LRE, Transition, and At/Low Incidence.

Appropriate instructional changes must take place as a result of the trainings.

Personnel should be asked about their training needs on a regular basis.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Solomon World Civilization Cyber Charter School

Board of Trustees Policy

Section 504 Policy

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.A. § 794) states: No otherwise qualified handicapped individual in the United States, as defined in section 706(7) . . . shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.

Under Section 504 of the federal Rehabilitation Act of 1973, and under the federal Americans with Disabilities Act, some school age student with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Students are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

It is the intent of the Board of Trustees of Solomon World Civilization Cyber Charter School to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are provided with appropriate services. Students may be handicapped under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Improvement Act (2004).

Rights of handicapped students and their parents under Section 504 will be enforced.

Every attempt will be made by the School to resolve alleged Section 504 grievances informally. A parent or guardian who believes that his or her student has been denied educational services by the Charter School may request a hearing and should so advise the CEO of Solomon World Civilization Cyber Charter School in writing.

If parents, students, or any adult on behalf of students feel discrimination has occurred based upon physical or mental disability, but is not directly related to identification, evaluation, and/or accommodations for a student, they may file a discrimination complaint with the Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, D.C. 20202-1100, (202) 245-6800; 1-800-421-3481.

- Provide or obtain periodic training for the School's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.

Screening

The Principal or his or her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty;
- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;

- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, Solomon World Civilization Cyber Charter School may initiate a multidisciplinary team reevaluation without completion of the screening process. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

FEDERAL GRANT APPLICATION ADDENDUM TO COMMONWEALTH OF PENNSYLVANIA CHARTER SCHOOL APPLICATION

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

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

We will adjust our budgets to provide for any possible reductions. However, we anticipate using a conservative approach to expenditures to develop an on-going balance to carry forward as necessary. There are no grants available

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

There are no Start-Up Grants

Any specific funds that are received under federal guidelines will be appropriately budgeted and expended for the support and improvement of our school programs.

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

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

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

SIGNATURES

Name of Charter School Solomon World Civilization Cyber Charter School

Date October 3, 2011,

President/Vice-President _____
Board of Trustees

Secretary/Treasurer _____
Board of Trustees