

UNITY CHARTER SCHOOL

Morristown, New Jersey

Final Application

Unity Learning Environments, Inc.

Contact Person:

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UNITY CHARTER SCHOOL APPLICATION

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SUMMARY

UNITY CHARTER SCHOOL

Location of Charter School: Undetermined at this time, Sept. '98 opening
Morristown, NJ 07960
Morristown / Morris Township / Suburban
Morris County

Charter Applicant Representative: Lisa Brick
52 Center Avenue
Morristown, NJ 07960
Tel: (201) 984-5813
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Founders: Parents: 6
Teaching Staff Members: 0
Conversion School Teachers / Parents: 0
Higher Education Institutions: 0
Community Groups: 0
Non-profit Private Entity: 1
Others:

Charter School Information

Grade Levels: K - 8, adding grades 9 thru 12 over the four year
initial grant period.

Projected Student Enrollment:

1st year - 60

2nd year - 90

3rd year - 140

4th year - 195

Projected Class Size - 10 -15

Total Number of Teachers 1st year - 6

Total Number of Teachers by the 4th year - 14 - 16

Teacher/Student Ratio Goal - 1:10-15

Facility: Do you presently have access to a facility suitable for a school? No.

Executive Summary

The founders of the Unity Charter School, believe that people of all ages are curious, innovative and responsible. They bring their own unique knowledge and experiences; they think creatively, and make decisions based on their interests and the goals they have set for themselves. We believe motivation and self-direction are inextricably linked, whether in the adult workplace or in our schools. Freedom and choice are not extras or "enrichment", but lie at the heart of our democratic society and are the essence of a meaningful life.

Freedom and responsibility are inextricably linked as well. Each young person will participate in the development of his/her own Personalized Learning Plan through which the new state core curriculum standards will be addressed. They are expected to be responsible for their learning choices based on their long-term goals, attend their classes or project meetings faithfully, and pursue to conclusion the work they have undertaken. Staff encourage the growth of each young person and lead them to new challenges and further growth.

A primary focus of the school is the exploration of the effects of human endeavor on our ecosystem. All subject matter will be explored through this perspective. Experiential immersion into our local bioregion will accompany intellectual and philosophical inquiry. Unity, it's staff, young people and their families will be looking to evolve means to meet human needs while restoring and sustaining our ecosystem. Genesis Farms, a learning center for Earth Literacy in Blairstown, NJ is currently acting as our 501(c)(3) organization allowing us to accept foundation grants. We are exploring an expanding relationship with Genesis, utilizing the farm and its programs for our staff and young people. We are developing a partnership with the Wildlife Conservation Society regarding the use of their award winning K-12 curriculum, training services for our teaching staff, and using Unity Charter School as a demonstration school for innovative, environmentally based educational programs in the United States. (See Appendix A). We project an opening date of September 1998.

We are applying for our charter 22 months before our projected opening. This generous time period will allow us to work within the community to develop an understanding of the conceptual framework upon which Unity Charter School is based. Systems changes instituted with such an understanding are most apt to succeed. We feel that the acceptance of our charter will provide a more effective position from which to build the kind of educational community which would best promote the innovation in education which the Charter School Act of 1995 was intended to promote. We believe we will be capable of nurturing a solid partnership with our districts' Board of Education by having a charter. We have been told by

prospective donors that they would be much more likely to contribute funding, goods, and services once our charter is granted. Our research has shown that a major factor effecting the success of charter schools around the country is having adequate start-up funds and cash flow the first year. We have devised this strategy, applying for our charter now, with a proposed opening date of September of 1998, to best facilitate Unity's success and the wise use of citizen tax dollars.

We will expect parents to develop an understanding of the educational philosophy of the school and support students in learning in their own ways and at their own rates. Parents will also be encouraged to be intimately involved in all and any levels of the school including instruction, administration, policy and curriculum preparation, maintenance, and attendance at regular school meetings.

We place great value on social skills. Through our daily interactions and during School Meetings, we will provide opportunities for young people to develop cooperation, tolerance, creativity, and responsibility by engaging in social problem solving and decision making activities in which individual feelings will be identified, recognized and respected. Learning what is important to oneself, developing and clarifying personal values, is part of the process of learning to value others in the school community and, by extension, learning to value diversity, multiculturalism, and the larger community. Our young people will be encouraged to serve the larger community and formats will be designed to facilitate this. Our staff will be provided development in multicultural education and in Howard Gardner's multiple intelligence research.

Our community will be continually guided through a process of inquiry into what their mission is and how their actions impact their immediate environment, their community, their ecosystem, and their global community.

The charter school will offer a K-8 curriculum for the initial year of operation and add the four upper level grades (9 to 12) over the four-year initial grant period. The school will work closely with the teaching staffs of the Instruction, Curriculum, and Administration and Early Childhood and Family Studies Departments at Kean College of NJ in the further refinement of the academic program and in program assessment.

CHARTER APPLICATION

1. Mission of the Charter School

- a. Identify and describe any specific area of concentration or theme in which your charter school may be focused (i.e., math & science, technology, or the arts).

A primary focus of Unity Charter School is the exploration of the effects of human endeavor on our ecosystem. All subject matter will be explored through this perspective. Experiential immersion into our local bioregion will accompany intellectual and philosophical inquiry. Unity, it's staff, students and their families will be looking to evolve means to meet human needs while restoring and sustaining our ecosystem.

- b. Describe the basic mission of your charter school.

The mission of Unity Charter School is to provide an environment for learning which fosters the development of the responsible use of freedom, promotes a choice of interests in which to master fundamental concepts and which encourages ownership and personal power within the context of an ecologically responsible community.

- c. Based on your mission, describe the overarching goals which your charter school will seek to attain.

This environment will create citizens capable of thinking independently, working collectively, assessing the current practices of organization, production and demand, and evolving creative methods of meeting human needs while restoring and sustaining our environment.

2. Goals and Objectives of the Charter School

- a. Describe the broad academic / educational goals and objectives of your charter school which will promote high student achievement [c.426, P.L. 1995 Section 5(d)].

Through a utilization of personal and group learning strategies in an action-oriented ecological curriculum each student will fully develop reasoning and problem-solving skills. Key measurable objectives of this curriculum are as follows:

- Students will understand issues and diverse viewpoints by examining and researching complex ethical and ecological issues in written projects.

- Students will develop skill in utilizing different methods of communication to share ideas with a variety of audiences through simulations, group presentations, assembly productions and video production.
- Students will develop and utilize critical thinking skills as demonstrated by projects analyzing humanity's impact on the natural environment.
- Students will learn key concepts in an elementary core content curriculum by utilizing state standards and through applications to active learning projects.

The founders of Unity Charter School believe that a learning environment such as we are proposing will allow for the development, in all of our students, of reasoning and problem-solving skills, the ability to perceive issues and circumstances from diverse viewpoints, and the ability to use different methods of communication to share those ideas with a variety of audiences. To develop sound practices in both their private and professional lives, our students will need to identify predictable benefits and consequences of their decisions and actions.

To be effective in designing the changes we speak of in our mission statement, evolving creative methods by which to meet human needs while restoring and sustaining our environment, our students will need to be comfortable and effective working with communities of individuals with diverse backgrounds to accomplish community goals. They will need to plan and carry out projects, develop clearly articulated compelling positions, and draw conclusions from different kinds of data. They will need to be proficient in recognizing their dreams for how life can be, and designing and engaging in the steps necessary to make those dreams realities. All this will occur on a sound foundation of literacy, numeracy, and familiarity with the tools of technology.

The goals and objectives outlined above are integral for high student achievement whether in cross-content workplace readiness standards or in the matrixes of the state core content standards. The founders of Unity have done extensive research on learning environments and have concluded that schools utilizing thematic and constructivist approaches, developing an understanding of the full interactiveness of systems in the student mind, are the most effective in allowing the comprehensive goals of the New Jersey Core Content Standards to be met.

- b. Describe non-academic goals and objectives which will promote high academic achievement.

The pioneering work of Howard Gardner has led educators to recognize the existence of a multiplicity of intelligences. It is a rare student which exhibits

strengths in all intelligences. At Unity, learners will direct their own learning while developing the social and emotional skills to share their enthusiasm and discoveries with others in their learning community, and to develop collaborative ventures of inquiry, planning, and production. It is through this process of sharing the enthusiasm and excitement of learning what is authentically of interest, that the particular intelligence strengths of the student will be of value to many. It is in this manner that we developed these non-academic goals for our students:

- being closely observant
- playfulness, the capacity to imagine, to wonder, and to put things together in new and interesting ways
- recognition of the appropriateness of both the skeptical and open mind
- the ability to imagine how others think, feel, and see the world
- a respect for evidence and the ability to assess perspective and bias in objectivity
- knowing how to communicate using a wide variety of techniques
- caring enough about oneself, ones' immediate community, and beyond to discern the principles one is dedicated to
- a willingness to reinvent those aspects of oneself which one recognizes as destructive
- the ability to live and act with commitment, and to persevere when the process is not easy or comfortable

These goals will further the social and emotional skills necessary for students to attain high academic achievement as well as to live a deeply fulfilling and rewarding existence beyond school.

3. Description of Founders

- a. Provide information on the founders, including their names, addresses, corporate/business affiliation. When listing parents, specifically identify which schools in the district in which the charter school will be located their children attend.

Unity Learning Environments, Inc.
40 Franklin Street
Morristown, N.J. 07960
(201) 993-1339

Unity Learning Environments, Inc. is a non-profit corporation organized exclusively for charitable and educational purposes, including but not limited to assisting charter school founding groups through their planning phases until their charters are accepted by the State Department of Education and they receive direct funding from their local school districts. Unity Charter School is

the corporations primary project. This corporation was created by the founders for the purpose of applying for grants and managing the tasks necessary to create Unity Charter School.

Lisa Brick

52 Center Avenue
Morristown, NJ 07960
(201) 984-5813

Mother of Noelle and Lucas, a 12 year old attending Frelinhuysen Middle School and an 8 year old attending Sprout House in Chatham, NJ
Co-owner, Acupuncture Center of NJ, Morristown
Licensed acupuncturist, State of NJ since 1986
Active participant in support for the passage of charter school legislation in NJ
Graduate New England School of Acupuncture, 1980
B.A. in Biology, Rutgers University, 1977

Peter Kadar

52 Center Avenue
Morristown, NJ 07960
(201) 984-5813

Father of two children Noelle (12) and Lucas (8)
Owner and Director, Acupuncture Center of New Jersey, Morristown
Faculty member of the Pacific Institute of Oriental Medicine in New York City
Acupuncturist and Doctor of Oriental Medicine, licensed in NJ and NY, and practicing since 1980
B.A. and High School Teaching Certificate in English from the University of Buffalo, 1974
Trained at New England School of Acupuncture and the Nanjing College of Traditional Chinese Medicine, China
Past president of the Massachusetts Acupuncture Society
Appointed on the New Jersey Acupuncture Examining Board

Michael Giunta

19 Clinton Street
Morristown, NJ 07960

Single parent-primary care giver for 16 year old son Shane, a Junior at Morristown H.S.
Experience with Morris School District from 1st to 10th grades
Licensed Real Estate Broker since 1986 - Morris County - Business operation
Morristown

Certified Driving instructor - extensive work for three years with H.S. students
Tutored fellow H.S. students
Tutored neighboring school district children as a high school student
Morristown Clean Community Committee member - town wide clean up and anti-litter education
Involvement in introducing these programs in Morris School District
Morristown Partnership committee member - organization of business owners that are civic minded and work for the betterment of the town and business district
Little League baseball coach 4 years
P.I.K.E. chairperson - Parents Involved in Kids Education - Morris School District parent organization dedicated to facilitating positive change in school and implementation of better student, teacher, parent relations. A combining of these three groups to bring about a more rewarding educational experience.

Susan Lausell
6 Elmwood Road
Florham Park, NJ 07932
(201) 765-0403

Parent of Mateo (9) and Luna (4) who attend school at Sprout House in Chatham NJ.
Home schooled my son from ages 5-7. Bilingual English /Spanish and am teaching my children to speak, read, and write in Spanish.
International Conference of Adlerian Summer Schools and Institutes (ICASSI), 1991-1994. Courses I have taken are Parent Education and the Art of Encouragement.
Teacher of Middle Eastern dance / movement meditation. Have taught / performed in New York, Colorado, Puerto Rico, Colombia, Paris, Czech Republic and currently teach in Madison, NJ.
Completed a one year herbal apprenticeship.
B.S. in Nursing, University of Wisconsin, Madison, 1976. Five years work experience in coronary care, labor and delivery, and supervisor of post partum.

Mel Comin
99 Lyons Road
Basking Ridge, NJ 07920
(908) 953-9039

Single parent, father of three children. Mateo (9) and Luna (4) attend Sprout House in Chatham, N.J. Lisa (12) lives in Vermont.

I currently teach autistic children for the Jersey City Public Schools at the Regional Day School. I am also a doctoral candidate in Educational Administration and Supervision at Rutgers Graduate School of Education.

I have been a special needs teacher and school social worker for the past fifteen years. I have the following NJ state certificates:

1. School Administrator,
2. Principal/Supervisor,
3. Student Personnel Services,
4. School Social Worker,
5. Teacher of Psychology,
6. Teacher of the Handicapped,
7. Substance Awareness Coordinator (certificate of eligibility with advanced standing).

During past years (while living in Jersey City) I have served my community as a volunteer EMT on the Secaucus First Aid squad and volunteer mentor of underprivileged children. As a block association president and vice president, I organized and participated in neighborhood cleanup drives.

Jane Tannenbaum-Jacobus
8 Arrowhead Trail
Lake Hopatcong, NJ 07849
(201) 663-5066

Mother of two children, ages 6 and 9, who attend Jefferson Township Public Schools.

Owner of a small seasonal gardening service since 1986.

Member of the Jefferson Consolidated P.T.A.

Public Relations chairperson, and Maintenance Coordinator for the Jefferson Township Creative Playground 1991-1994

Den Leader - Boy Scouts of America 1994

B.S. in Organizational Management, minor in Environmental Studies, Nyack College, Nyack, NY, 1995, graduated with 4.0 distinction.

Inducted into "Who's Who Among Students in American Universities and Colleges 1996."

During undergraduate years at New England College, Henniker, N.H., I was:
Secretary of the Environmental Action Center, an environmentally focused club

Disc Jockey for college radio station

Member of the Fire and Earth Club - a pottery club

- b. Describe any partnerships with existing public school, institutions of higher education, private entities and or community groups. If none, please so state.

The Unity Charter School has developed a partnership with Kean College of New Jersey. With this partnership Kean College will provide curricular assistance in the areas of early childhood, elementary and secondary education. A member of the Kean College faculty will sit as a member of the Board of Trustees in an non-voting Ex-officio status.

4. Governance Structure

- a. List the Board of Trustees providing their names, addresses, corporate/business affiliations, school affiliations, higher education affiliations and other qualifications including any state certifications and licenses; also describe how they were chosen; or if the board has not been established, describe how they will be chosen [c. 426, P.L. 1995 Section 5(3)].

Unity Charter School, Inc. is in the process of appointing the initial Board of Trustees. It is our goal to appoint a proactive board whose members are committed to the improvement of public education and to the mission of this charter school.

A minimum of three and no more than four seats on the nine voting member board will be from the founding organization, Unity Learning Environments, Inc. Two additional Ex-officio non-voting members of the board will be added to provide for input from Kean College, our higher education partner, and from Genesis Farms, representing our environmental education partnership. Total voting and non-voting board membership is presently projected to be 11.

- b. Specify the extent to which any private entity will be involved in the operation of your charter school and the percentage of the Board of Trustees that are members of that entity [c. 426, P.L. 1995 Section 4(a)].

Unity Learning Environments, Inc., the founding organization will not occupy more than 49% of the available seats on the Board of Trustees. Genesis Farms, a learning center for Earth Literacy in Blairstown, NJ is also currently acting as our 501(c)(3) organization allowing us to accept foundation grants. We are exploring an expanding relationship with Genesis, utilizing the farm and its programs for our staff and young people. As described above they will have a non-voting representative to the board who will be an Ex-officio member.

- c. Describe the selection process whereby an advisory grievance committee, consisting of both parents and teachers, will be established, as well as the procedures for complaint review.

In the governance model of Unity, the weekly School Meeting will provide a regular opportunity for discussing grievances. Students, teachers, and parents will all have a voice at these open meetings to discuss general grievances or problems.

Specific grievances regarding legal processes and administrative appeals will be handled by a parent / teacher advisory grievance committee appointed by the Board of Trustees.

A formal complaint will first be sent to the Chairperson of the Board of Trustees who will forward it to the Advisory Grievance Committee.

- Basic research on the nature and substance of the complaint
- Interview (if necessary) of concerned parties
- Development of a recommendation to the Board of Trustees

The Board of Trustees will consider the Grievance Committee recommendation as a non-binding one. The Board of Trustees will review the recommendation and then make a decision which will be binding on all parties. Appeals of the Board's decision can be made under the Charter School Program Act of 1995 (section 15) which allows for appeals to the Commissioner of Education.

- d. Describe the role of the board of trustees, including the involvement of teachers, parents and students in the governance of your school.

The charter school Board of Trustees will be the official governing body for the school. The Board will be responsible for ensuring that the school operates efficiently and in compliance with the Charter School Program Act of 1995 and all other applicable laws and regulations. The Charter School Program Act of 1995 (section 6) specifies the powers of the Board of Trustees as:

"a body corporate and politic with all powers necessary or desirable for carrying out its charter program, including, but not limited to, the power to:

- a. Adopt a name and corporate seal; however, any name selected shall include the words "charter school;"*
- b. Sue and be sued, but only to the same extent and upon the same conditions that a public entity can be sued;*
- c. Acquire real property from public or private sources, by purchase, lease, lease with an option to purchase or by gift, for use as a school facility;*
- d. Receive and disburse funds for school purposes;*
- e. Make contracts and leases for the procurement of services, equipment and supplies;*
- f. Incur temporary debts in anticipation of the receipt of funds;*
- g. Solicit and accept any gifts or grants for school purposes; and*

h. Have such other powers as are necessary to fulfill its charter and which are not consistent with this act or the requirements of the commissioner.

The board of trustees of a charter school shall comply with the provisions of the "Open Public Meetings Act," P.L. 1975, c.231 (C.10:4-6 et seq.)

In addition, the Board of Trustees will have authority for:

- The creation of charter school advisory committees as needed
- Developing a fund raising campaign to support working capital in conjunction with Unity Learning Environments, Inc.
- Approval of all academic programs implemented in charter schools
- All personnel actions after formal establishment of the Board of Trustees, and
- Budget planning and school budget approval

The agenda of the Board will be published in advance and mailed to all members. Any Board member can put an item on the agenda by mailing it to the Secretary of the Corporation. Items can also be brought up on the floor. The Board of Trustees will act as the governing body. Trustee meetings will be open to the public and when possible, advance notice will be given as to the topic(s) being discussed.

The School Meeting, which will include all the people at Unity on a day-to-day basis, namely all students and staff (paid and volunteer), will monitor the day-to-day life of the school. The School Meeting will meet weekly, according to defined rules of order and with a fixed order of agenda. The School Meeting will report its recommendations to the Board of Trustees on a monthly basis. Its recommendations are non-binding on the Board of Trustees which has sole authority to run the school as specified in the New Jersey Charter School Program Act of 1995.

5. Educational Program

a. Describe the curriculum to be offered [c. 426, P.L. 1995 Section 5(d)].

Unity Charter School will offer an educational program based upon multi-age grouping of children who progress through the school at a rate determined by their Personalized Learning Plan (PLP). The New Jersey Core Content standards will be reflected in the curriculum offered and all students will master basic skills in language arts, mathematics, computer usage, science, cross content workplace applications and in a foreign language.

This curricular framework will form the content basis of an academic program featuring individual responsibility with specific environmental applications. Students will realize they can make a difference and that their personal possibilities are endless. By working in multi-age groupings older students will provide guidance and mentoring for younger students and all students will learn to take responsibility for their actions.

Within each curricular area, Unity Charter School will emphasize the following in addition to content Standards:

Language Arts: phonics, sight words, vocabulary, grammar, and reference / library skills progressing to creative writing, journaling, and technical writing and basic skill.

Mathematics: numeracy, symbolic logic, place value, addition, subtraction, money, time, multiplication, division, fractions, decimals, geometry, and computer skills. Math manipulatives will be used as per the National Council of Teachers of Mathematics' standards.

Foreign Language: study of the Spanish language and culture; conversational skills.

Social Studies: local and state history; American history, society and government; geography.

Science: science as taught through environmental studies; physical science, basic chemistry and biology.

Arts: fine and performing arts, visual arts and crafts.

Cross Content Workplace: effective study and work habits, motivation and leadership.

These skills will be introduced in whatever areas of content interest emerge from the community through an immersion in literature, "field" explorations, drama, music, play, aesthetic creation, scientific inquiry and experimentation, etc. By approximately age 11, we will begin a three year middle school program. Projects in defined content areas are required each year. By this stage of development we will be encouraging our young people to follow their own interests and develop their own projects for learning. Projects are expected to involve considerable preparation and research with young people sharing their learning through writing, art, or whatever method suits the individual and topic. The content areas are as follows: Autobiographical Essay, Personal Mission Statement, Community Service, Literature, Written Expression, Math Science, Cultures, History and Government, Geography, Current Events, Practical Skills, Fine Arts, Computer Literacy, Life Skills (skills consistently demonstrated of the course of the year), Wellness, and Ecological Lifestyle.

By 14 years of age the young person passes into our "high school" program. High school students must do at least five and no more than eight projects / courses per semester. A Mission Statement, an Autobiographical Essay, and Community Service are required each year as well. Each student will design a process by which to meet a community need which they have recognized and dedicate 30 hours toward fulfilling that need. Staff members will be assigned to monitor this process.

We expect that young people who plan to go on to college will design projects or course work that will allow them to be accepted and succeed in the college of their choice. Those interested in a future in a trade or other types of livelihood which do not require a college degree will design projects which will forward their mastery in their chosen livelihood through appropriate projects, apprenticeships and / or off-site programs. Unity staff and families will serve as coaches and resources throughout these years. Graduation will require completion of the above requirements plus a portfolio of representative work over the course of "high school," a senior project (a year long investigation of an area of personal interest presented to the school community at the end of the year, demonstration of the ability to write clearly and effectively, demonstration of self-directedness, demonstration of ability to assess their work constructively and realistically in all areas, a demonstration of the ability to work and play harmoniously in the Unity community and in the larger world and the ability to challenge themselves in their work.

- b. Define the school calendar, school day schedule and hours of operation [c. 426, P.L. 1995 Section 5(f)].

The following is projected but dependent upon community approval.

Staff Daily and Yearly Schedule

Student school year begins the second day after Labor Day and ends the second week in June.

M, T, Th, F 8:00 am - 3:30 pm (7.0 hrs. per day, plus .5 hr lunch)
W 8:00 am - 11:30 pm (3.5 hrs.)

Before and after school care (7:00 am - 5:30 pm) and a summer enrichment program will be available on a contract basis with limited scholarships available - fee schedule has not been determined.

Staff Daily and Yearly Schedule

M, T, Th, F 7:45am - 3:45pm (7hrs. per day, plus 1 hour lunch)
W 7:45am -11:45am and 1:00pm - 3:00pm (6 hrs.)
34 hrs. per week from mid-August to mid-June
Work year = approximately 1288 contract hrs.

Staff planning and inservice days are included in this schedule. A year round contract will be offered with flexible vacation policy.

- c. What grade range or ages will your charter school serve [c. 426, P.L. 1995 Section 5(f)]?

The school will open as a K-8 school but will extend to grade 12 by the last year of the initial four-year charter. When all grades are in place admissions will include young people ages 5 through 18.

- d. How will your educational program provide for innovative strategies and practices that will promote high student achievement?

Our basic strategy for promoting high student achievement is by fulfilling our stated mission through our individualized learner led curriculum with immediate implications in the young person's life. Learning will have immediate and practical applications. Learning will empower each student in his/her life now as well as in her / his future.

Two key aspects of our individualized learning approach are the Personalized Learning Plan (PLP) which is designed by the teacher in consultation with the student and parent or guardian. This plan will attempt to tie student interest with meaningful learning experiences and study.

The second aspect is community service wherein each student is required to provide 30 hours of community service. In this experience a student selects an activity from a list of available service opportunities and works closely with a teacher or staff member in carrying it out. Among the service opportunities will be some dealing with assistance to disabled citizens, homebound individuals, and senior citizens. Some projects might also deal with community history, cleanup campaigns and beautification projects.

- e. Describe any partnerships which would enhance high student achievement through support services such as health, nutrition and counseling.

We are developing an on site family counseling service to help families align their expectations for their youngsters with the learning paradigm Unity is working within. We will also expose the community to holistic concepts and practices of health and well-being, including naturally produced, minimally processed foods, their effects on the ecosystem and the individual.

6. Student Assessment

- a. Describe the method of assessing whether students are meeting the educational goals of your charter school, or the process by which assessment will be developed [c. 426, P.L. 1995 Section 5(d)].

Each student's Personalized Learning Plan (PLP) will be utilized to monitor each student's progress toward individual goals. This will be done on at least a monthly basis by the student's assigned teacher. A portfolio will be maintained by the student to show continuous growth and progress. The results of standardized and statewide testing will also be discussed with the student at these conferences. If necessary, a remedial plan of action will be developed and monitored by the teacher in conjunction with the parent or guardian.

- b. Describe any assessment indicators your charter school has established which are in addition to those established by law [c. 426, P.L. 1995 Section 5(d)].

Participants will continuously maintain a portfolio of their accomplishments. The portfolio will reflect growth and progress toward clearly defined personal objectives and goals.

Specific expectations will be established for individuals on a regular basis and the children will progress according to their own needs and abilities. Specific criteria for moving forward from one level to another will be defined as to ensure specific skill acquisition, and to allow for flexibility and individualization of learning skills.

The evaluation will include numerous assessment modes such as: essays, work samples, demonstrations, videos, plays, presentations and standardized tests, all within the context of the school's developed rubrics and standards. These assessments will emphasize performance and the exhibition of mastery.

To assist in the achievement of various personal objectives, each participant will be required to demonstrate skills such as:

- the ability to write clearly and effectively
- the ability to be self directed
- the ability to self assess work accomplishments constructively and realistically
- working and playing harmoniously in the school community and in the larger world
- the ability to challenge him or herself in setting personal standards of work excellence.

- c. How will your charter school ensure high academic achievement as assessed through the required statewide assessment program?

The application of student learning outcomes from the core curriculum content standards will ensure high academic achievement. We will couple this content with actual real-life applications to the external environment. All content standards will be met and students will also be able to see the practical value of the content. In addition, we will provide special writing, reading and test-taking skills workshops for students to sharpen their abilities. Unity Charter School will also be in contact with the Morris County Superintendent's office to ensure compliance of state regulated standards.

- d. How will your charter school address the needs of students who do not perform at acceptable levels of proficiency on the statewide assessment program?

Unity Charter School will supply appropriate remediation after assessing the individual's learning plan and determining which specific areas and approaches are leading to levels less than acceptable on the statewide assessment program.

For example, a student with deficiencies will be given individual assistance, on a regular basis, by teachers and staff. A system of peer tutorials will also be employed to facilitate student improvement of perceived weaknesses. Every student in need will receive both teacher and peer assistance. A multi-age grouping system will lend itself well to peer mentoring and tutorials.

7. Admission Policy and Criteria

- a. Describe your student admission policy and the criteria for evaluating the students to be admitted [c. 426, P.L. 1995 Section 5(e) and 7].

Young people between the ages 5 and 18 (first year 5 to 13) will be invited to apply to the Unity Charter School regardless of race, creed, color or special needs. Interested young people and their families will be given a thorough orientation about the Unity Charter School's innovative educational approach, philosophy, values, beliefs and goals. Families choosing to participate will be considered viable candidates.

- b. Describe the random process your charter school will use to select students if there are more applicants than there are spaces available [c. 426, P.L. 1995 Section 8(a)].

Participants will be admitted on a first come, first served basis unless enrollment exceeds space availability. In this event, they will be chosen by lottery system.

Overflow candidates will be placed on a waiting list in the order chosen in the lottery. Priority may be given to applicants with siblings enrolled in previous years.

- c. Define the "reasonable criteria" which will be used to evaluate prospective students [c. 426, P.L. 1995 Section 7].

Criteria for admission will be that the children and their families exhibit understanding of the school's goals, mission, and techniques and choose to participate in this learning environment. This will be determined by all parties involved in a personalized staff / applicant family pre-admission meeting.

- d. Define the terms and conditions of non resident student enrollment [c.426, P.L. 1995 Section 8(d)].

Priority will be given to in-district children. Individuals from outside the district will be invited to attend the school if space is available. If enrollment exceeds space availability, in-district applicants will be placed on the waiting list first, and a stand-by waiting list will be maintained for out-of-district applicants.

- e. Define how the admission policy of the charter school will, to the maximum extent practicable, seek the enrollment of a cross section of the community's school-age population including racial and academic factors. How will you publicize the school to attract a cross section of students [c.426, P.L. 1995 Section 5(e), 7, 8(e)]?

The main population served by Unity Charter School will be the school-age children of Morristown. All interested students will be encouraged to apply by use of newspaper advertisements, special meetings with community groups, cable television coverage of some of the school's planning sessions, and other media. Public outreach will be extensive and carefully planned to attract all segments of the Morristown community. Some non-resident students will also be admitted under the guidelines - of space availability - outlined in the admissions section of this proposal.

- f. Define any policies which will focus admissions to a particular grade level or to areas of concentration reflecting the mission and goals of your charter school.

The mission and goals of this school, which emphasize personal responsibility and environmental awareness, are appropriate for all segments of a diverse population.

8. Student Discipline Policy and Expulsion Criteria

- a. Describe the criteria your charter school will follow to suspend or expel students [c. 426, P.L. 1995 Section 9].

Student suspension and expulsion will be carried out in accordance with state regulations and statutes. However the focus of Unity's discipline policy will be on conflict resolution so that expulsion will be reserved for serious offenses such as violent behavior, carrying a weapon, and / or consistent misbehavior in class. At such time, after appropriate officials are contacted, an immediate conference will be called with the parent(s) or guardian(s) to discuss the situation. The recommendation to expel must be approved by the Board of Trustees.

- b. Describe any rules or codes of conduct which will govern student behavior.

Students, teachers and parents will collaborate to develop a code of conduct which fosters a positive, safe, encouraging learning environment and defines the operating principles that govern the behavior of everyone in the community, e.g. treat each other with courtesy, show respect for school and personal property, be diligent about their learning, and do everything in their power to maintain a safe, and encouraging learning environment. With a code of conduct all students and staff are held accountable for all of their behavior all of the time. We see this process as fostering a sense of ownership and responsibility towards their community.

The code of conduct will be subject to approval by the Board of Trustees. Once the operating principles are approved, a meeting with parents and staff will be conducted to identify specific behaviors that are appropriate or inappropriate to each operating principle, e.g. call people by their given name, keep my hands to myself, listen when others are speaking, etc. These lists may be lengthy as no one has to memorize them. Their purpose is to help sharpen powers of evaluation, judgment, and accountability.

These codes and principles will be clearly delineated in the Unity Charter School handbook and shared and discussed with students at the beginning of each school year. If and when appropriate, the codes of conduct will be modified by democratic process during the weekly school meeting.

- c. Describe your charter school's disciplinary policy.

Conflicts of a personal nature are handled by the Adjudication Committee rather than at school meetings in the interest of the privacy of those involved. The Adjudication Committee is comprised of students and staff. These positions

revolve so that all may have the opportunity to learn about conflict and how to handle it. An Adlerian based process as described by Linda Albert will be used to resolve the conflict. It has these components:

- *Define the conflict objectively.* Describe the behavior causing the conflict.
- *Declare the need.* What is it that makes the identified behavior a problem for those involved? Mutual understanding of needs often changes each person's perception of the problem and adds to the willingness to seek solutions.
- *Describe the feeling.* Once the feelings of those involved are expressed, the way is paved for a greater understanding.
- *Discuss solutions.* Brainstorming will be used to generate as many alternatives as possible. Solutions will be considered. Pros and cons will be evaluated.
- *Decide on a course of action.* A plan will be chosen which is specific and includes a date for reevaluation.
- *Determine effectiveness of course of action.* If the needs of any of those involved are not met by the specified date, a new solution can be negotiated using the same process.

A workshop for all staff and interested parents will be held to provide training in conflict resolution using these principles.

9. At-Risk and Bilingual Students and Students with Disabilities

a. Describe how your charter school will meet the needs of at-risk students.

The close interaction of teachers, staff and students will provide for continuous mentoring of all students. At-risk students will also be provided with in-school enrichment and / or remediation if this is necessary for them.

In addition, several measures will be taken to assure that the needs of at-risk and minority children are met:

- Our curriculum will emphasize the cultures of the global community
- respect for individual differences and learning styles will be emphasized
- our community of learners will engage in social problem solving and decision making activities in which individual feelings will be identified, recognized, and respected
- our school climate shall be one in which all students learn that they are valued as individuals
- staff will be provided development in multicultural education and in Howard Gardner's multiple intelligence research, and workshops with Educators for Social Responsibility

- we will employ the required state certified staff in Student Personnel Services and School Social Work, as well as a Substance Awareness Coordinator
- as required by law, a Pupil Assistance Committee will meet to identify and plan individualized programs to serve the needs of "at risk" children and children with disabilities who have, or will have an I.E.P.
- conflict resolution skills will be taught to all students.

b. Describe how your charter school will meet the needs of limited English proficient (LEP) students.

Each Limited English Proficiency (LEP) student shall receive all components necessary to implement the LEP. In some cases, services will be contracted with either the resident district or with outside contractors to provide necessary services.

A full time bilingual program will be provided for 20 or more LEP students of one language category. When the number of LEP students exceeds 10 from any language category, English as a Second Language (ESL) services will be provided for thirty minutes daily. When enrollment of LEP students numbers fewer than nine, those students will receive English language services.

At Unity Charter School, LEP students will be viewed as human assets, since they will enhance the learning environment by sharing the richness of their individual culture with other students and staff. The diversity which Students with Limited English Proficiency bring to Unity Charter School will also expand our multicultural curriculum, as those students share their customs and languages with us.

c. Describe how your charter school will meet the needs of students with disabilities.

Students with disabilities will receive an appropriate education in the least restrictive environment in compliance with the 1990 Individuals with Disabilities Education Act (IDEA) and with state regulations. Current inclusion law which dictates that "to the maximum extent possible" handicapped students be educated with their non-handicapped peers is perfectly aligned with our educational philosophy in which all students are viewed as contributing members of an educational family that learns together.

We will contact certified personnel such as school social workers, school psychologists, and learning disabilities teacher-consultants on a per case basis as needed to ensure that the learning needs of all classified students are met. This team will prepare an Individualized Educational Program (IEP) for each

student who has a disability. Parents and the child will be included in these evaluation conferences. Referrals may be made by parents and staff. Annual reviews of special needs students will be conducted.

Students coming from another Morristown or area public school with a pre-existing IEP will have that individual program followed by the charter school in conjunction, as necessary, with the previous school's child study staff. Cooperative learning strategies employed by Unity Charter School will provide the simultaneous interactivity to facilitate inclusion. Just as students with Limited English Proficiency provide the promise of greater diversity, the inclusion of students with disabilities provides an opportunity for all students to learn together in a world that works for everyone. We will hire staff with appropriate certification for classified students in our initial staff selection.

10. Charter School Staff

- a. Provide a copy of the certificates for all classroom teachers including principals and professional support staff; also include a description of their proposed qualifications [c.426, P.L. 1995 Sections 14(c) and 5(h)].

All classroom teachers and professional support staff will hold appropriate New Jersey certifications. Some individuals may utilize the New Jersey Provisional Teacher Program (Alternate Route) [c. 426, P.L. 1995 Sections 14(c) and 5(h)]. An intensive period of training, team-building, site visits to other schools and organizations, reading and discussion, and special projects will be implemented prior to the opening of Unity Charter School. Emphasis on training and qualifications will include, but not be limited to, environmental and ecological issues, practical skills for living, community-based experiences, cooperative learning, multi-age instruction, academic subject presentation, arts, theater, creative writing, physical exercise, life and earth sciences, mathematics and computer technology, holistic and multi-cultural history and social sciences, foreign languages, media literacy, community involvement, and other subjects and areas that support the Unity Charter School purpose.

All certificates will be ready to forward to the county superintendent's office by June 1, 1998. Proposed qualifications for teachers, school counselors and the principal (Director) are as follows:

Teachers

- B.A. or B.S. degree
- teacher certification or Provisional Teacher Program
- skill in teamwork
- proficiency in interdisciplinary teaching
- interest / experience in environmental approaches to teaching

School Counselors (per diem)

- earned master's degree
- administrative certificate
- interest / experience in school's academic theme
- skill / experience in working with parents
- skill / experience in sharing academic leadership with teachers

Principal (Director)

- earned master's degree
- administrative certificate
- interest / experience in school's academic theme
- skill / experience in working with parents
- skill / experience in sharing academic leadership with teachers

b. Describe charter school staff responsibilities [c.426, P.L. 1995 Section 5(h)].

Staff responsibilities will be determined primarily by a governance structure set forth by the Board of Trustees to include regular school meetings in which staff, parents, and young people will be involved in policy making. Ultimate responsibility will reside with the Board, who will oversee the distribution of responsibilities for managing the physical plant, hiring, administrative, instructional, and maintenance staff within the general context of a shared, cooperative approach where all will be empowered and responsible for the functioning of the school. Instead of imposing a top down administrative bureaucracy, Unity Charter School plans to create responsibility descriptions based upon choice, need, cooperation and ability.

School staff responsibilities will be delineated in each person's job description, but there will be an overall emphasis on teamwork and shared decision-making. Teachers will be expected to play a major role in curriculum design and assessment. Counselors will work closely with teachers in monitoring student progress. The principal (Director) will be a team leader with experience in collaborative leadership.

All staff will be hired by June 1, 1998 and principal (Director) will serve in that role during the summer of 1998. Teaching staff will begin employment in September 1998, but some teachers may be contracted for summer planning stipends. This will be determined by available startup funds.

Major staff responsibilities will be as follows:

Teachers

- design curriculum
- create portfolio system of assessment
- share in school planning and governance with parents and staff
- classroom teaching
- student advisement

School Counselors

- assist in the design of the tutorial system
- design the counseling services / program for students
- counsel students
- guide students in conflict resolution

Principal (Director)

- manage the daily school operations
- provide collaborative leadership to teachers, staff, and parents
- work cooperatively with parents
- practice shared decision-making with parents and teachers
- budgetary management
- teacher / staff hiring and evaluation
- report to Board of Trustees on all operational matters

c. Specify security and protection to be afforded to employees of your charter school in accordance with the streamline tenure guidelines established by the Commissioner [c. 426, P.L. 1995 Section 14(e)].

Unity will establish a streamline tenure system consistent with the guidelines established by the Commissioner. This system will feature clearly stated evaluation criteria, guidance in remedying deficiencies, and due process in a timely fashion. All evaluation criteria will be designed by a team of administrators and teachers led by the principal (Director). This evaluative criteria will be forwarded to the Board of Trustees after consultation with the bargaining agent.

Sample evaluative criteria for teachers:

- mastery of subject
- teaching effectiveness
- school leadership and participation
- relationship with parents

The accrual of tenure and seniority for Unity Charter School teachers who are on leave from non-charter school teaching positions shall be protected via contractual agreement with Unity Charter School in accordance with state regulations. An employee of a charter school shall be able to acquire streamline tenure in accordance with guidelines promulgated by the commissioner and within contractual agreement with Unity Charter School. All agreements will be contractual and in accordance with N.J.S. 18A:17-2, N.J.S. 18A:17-3, and N.J.S. 18A:28-5.

d. Provide a detailed explanation and justification for any adjustments which your charter school will request to expedite the alternate route program which will provide for the certification of persons who are qualified by education and experience [c.426, P.L. 1995 Section 14(c)].

The Unity Charter School shall work with the Commissioner to expedite an alternate route program so that talented, aligned, and committed parents, educators, and others can provide instruction. The Unity Charter School will, as needed, seek the active participation of those individuals who have a love and ability to share their knowledge and experiences with our community who have not received New Jersey teaching certification in the conventional way. Indeed, we propose programs where our community may be an instructional resource by building alliances with local artisans, business people, farmers, tradespeople, etc. who we feel have important practical life-skills and insights to impart.

However, it is planned that the teaching staff of full-time professionals will be certified. Any Provisional (alternate route) teachers hired will be in specialized areas and may be part-time instructors. It is our intention to utilize the Provisional Teacher program as needed to hire staff.

e. Describe the criteria and standards to be followed in the hiring of charter school staff.

We predict that many educators from conventional academic settings as well as individuals from varied backgrounds will be attracted to participate in our program. The Unity Charter School shall seek and enroll staff who have demonstrated expertise, experience and commitment to our principles that are outlined in our mission statement. These include:

1. A commitment and ability to create a learning environment based upon an ecological model
2. A desire to work within an emerging community of cooperative structure and responsibility
3. An ability to blend academic and practical skills with the interests and needs of the individual learner
4. An interest to enhance one's own learning and education and an ability to demonstrate curiosity and ongoing personal growth.

Our process for hiring will include interview by our selection committee, written proposals by the applicant describing her / his desire to be a contributor to our school, references, previous educational employment and / or other practical experience, and an assessment of the applicants interest and ability to work in a cooperative, emergent, structural flow.

f. Describe the targeted staff size and the teacher-to-student ratio.

Our targeted staff ratio will be at most 15 young people per staff member. We expect a total staff of 6 for the first year and will expand as deemed appropriate.

- g. Describe your policies and procedures regarding the following: salaries, contracts, hiring and dismissal, and benefit packages.

Policies regarding salaries, benefits, etc. will be created by a committee charged by the Board of Trustees to implement contractual agreements with the staff. This committee will work with our attorney, our accountant, and appropriate policy consultants to implement hiring and dismissal policies and procedures consistent with the needs of our community and with state law / regulations.

The Timetable is as follows:

Development of contractual arrangements by April 1, 1998

Signed teacher / staff contracts by June 1, 1998

Teachers' salaries will begin at \$36,000 for a 12 month contract with a conventional 10 month contract as an option. A salary guide will be implemented by April 1, 1998.

11. Parental and Community Involvement

- a. Describe the procedures to be implemented to ensure significant parental involvement in the operation of your charter school [c.426, P.L. 1995 Section 5(i)].

We have designed the Unity Charter School to be a learning environment for all interested participants. Parents of our school may be intimately involved in all and any levels of the school including instruction, administration, policy and curriculum preparation, maintenance, etc. Parents will be encouraged to participate during regular school meetings. Educational forums and conferences will be planned to encourage involvement in the school.

Applications to Unity Charter School will include questions relating to parent's particular interests and talents regarding their potential and role each parent (and grandparent or other family member) can play and will include a parents' guide or handbook to possible areas where they can find both a purpose in contributing to the school as well as possibilities for their own enhanced learning.

The school handbook will be ready for distribution to prospective parents by April 1, 1998. It will be developed by the school's founders in the period prior to January 1998.

- b. Provide information on the manner in which community groups will be involved in the charter school planning and development process [c.426, P.L. 1995 Section 5(k)].

Beginning well before the projected date for the opening for the school, the Unity Charter School plans a series of "Community Forums for Educational Alternatives" that will be open to the public and will serve as an invitation to individuals and community groups to become involved with our new vision of education. In addition, we plan to post announcements at all local venues and in the local media describing our plans, and to contact directly all community educational, civic, environmental and other organizations who may have an interest in our project. This is an ongoing process that will continue even after the school has begun. It will include specific outreach to individual community organizations in Morristown (i.e. churches, civic clubs).

12. Charter School Facility

- a. If you do not have a facility, describe your present options for designating a school facility.

Final facility selection has not been made at this time. Several options for facility selection exist. Morristown, which is currently our center of operation, has many vacant buildings that have housed businesses as well as municipal offices. Local property owners and town administrators that are responsible for these particular properties have been contacted. The possibility exists that the use of some of these spaces may be donated or offered at a below market rental rate.

- b. Describe plans for acquisition of a facility.

Opening day is scheduled for September of 1998. Discussions have been held with the leasing coordinators of three area churches that have classroom space as well as group gathering rooms available for lease. The Unity Charter School will utilize classrooms and a group gathering area. Facility selection will be submitted for review and budget costs shall be finalized in January of 1998.

Renovations of facilities is not anticipated since they all have classrooms available. Facility shall be leased and not purchased.

Timetable: January '97.....Charter granted
 January '98.....Facility selection and submitted for review
 March '98.....Finalization of lease details and signing
 June '98.....Move into leased space, set up classrooms
 September '98...Formal opening of charter school

c. If you have a facility, describe and provide an address for the physical facility in which your charter school will be located [c. 426, P.L. 1995 Section 5(j)].

We do not have a facility at this time.

d. Describe financing plans for acquisition of the facility.

Our initial facility will be a rented space. In subsequent years we may purchase a building.

e. Describe renovation needs for the facility, including the estimated cost and anticipated source of funding for renovation.

No renovation costs can be estimated at this time.

13. Financial Plan

a. Provide the specifics of the financial plan for your charter school; includes a description of the charter school fund development plan [c.426, P.L. 1995 Section 5(l)].

Our financial plan is to include per pupil payments, fees for special activities such as athletics and field trips, fees from off hour facility rental, before and after school care and summer enrichment programs, appropriate federal entitlements, grants and contributions, and fund raising.

b. What provisions will be made for auditing of your charter school pursuant to the provisions of the N.J.S.A. 18A:23-1 et. seq. [c.426, P.L. 1995 Section 5(l)].

We are requesting technical assistance to ensure our compliance with auditing and we are currently examining working with the district regarding auditing requirements.

c. What are your charter school enrollment projections for the first four years? What is your ultimate enrollment goal?

Our enrollment projections are as follows with our fourth year projection being our ultimate enrollment goal.

1st year	60 students
2nd year	90 students
3rd year	140 students
4th year	195 students

d. What are your charter school non resident enrollment projections for the first four years? What is your ultimate enrollment goal for non-resident students?

Our non resident enrollment projections are 25% of the total enrollment.

1st year	15 students
2nd year	20 students
3rd year	35 students
4th year	50 students

e. Identify the districts from which the projected enrollment was determined.

The districts from which the projected enrollment were determined are Florham Park, Chatham, Randolph, Basking Ridge, Landing, Bernardsville, Cedar Knolls, Denille, Madison, Lake Hopatcong, and Mendham.

f. Using the attached budget summary sheet, follow the directions and prepare a first-year budget covering projected sources of revenue, both public and private, and planned expenditures.

We are receiving technical assistance in finalizing our budget and we have a reservation to attend the September 17th conference sponsored by Rutgers / Dodge / Department of Education.

g. Describe your charter school cash flow management plan and how it will ensure a smooth cash flow from the local district.

We are currently investigating the purchase of various cash flow software programs.

14. Transportation

Describe your procedure and time line for notifying each district of residence of your transportation needs.

We will notify each participant's district regarding their transportation needs, by June 1st prior to the beginning of the Unity School year in September.

15. Waiver of Regulations

Describe and provide a justification for any waivers of regulations which the charter school is requesting [c. 426, P.O. 1995 Section 5(m)]. Please note that

c.426, P.L. 1995 Section 11(a) provides the Commissioner with authority to grant waivers from regulations only. This provision does not grant authority to waive state statutes.

There are no waivers requested at this time. Waivers may be requested as the formation of the school proceeds.

16. Charter School Self-Evaluation and Accountability

- a. Describe the process which will be used for charter school self-evaluation; include the role of the board of trustee, administrative and teaching staff, parents and students, and consultants.

Formative and Summative evaluations of Unity Charter School programs will be obtained through utilization-focused evaluation measures such as those proposed by Patton (Utilization-Focused Evaluation, 1986, and Qualitative Evaluation and Research Methods, 1990). Patton states, "...it is one's overall philosophy integrated into pragmatic principles that provides a guide to action." The benefit of utilization focused evaluation is that "the individuals involved can proceed to develop an evaluation design with built-in utilization appropriate to the unique circumstances they encounter," (p26, Utilization-Focused Evaluation.)

This qualitative evaluation methodology will include the use of surveys, interviews, and the formation of focus groups. Such groups will consist of students, parents, faculty, and community members. Feedback gained regarding student and stake holder perceptions concerning the effectiveness of program goals will be instrumental to the board of trustees in their continuous improvement efforts. The collaborative and shared decision making process to which Unity Charter school is committed will ensure a full spectrum of feedback from all members of the educational community. Program planning quality will be maintained through the use of the Shewart Cycle (plan, do, study, act). Educational research and consultation will be sought by partnering with academic researchers and the educational departments of local colleges and universities.

- b. Describe how your charter school self-evaluation process will support development and dissemination of the required annual report.

The evaluation process will be used to guide the development and implementation of school level plans. A Quality Assurance Annual Report(QAAR, N.J.A.C. 6:8-4.3[a]1) shall be prepared. Our self-evaluation will include the following QAAR components to ensure alignment with monitoring requirements:

- Implementation of school-level plans
- achievement of performance objectives
- school profiles
- professional development activities
- condition of school facilities
- school finances
- status of mandated program reviews
- community support data.

The active involvement of all members of our educational community in democratic decision making will assist in the dissemination of the report. These plans will be available to the local and educational community. Monitoring guidelines will be used as a template for the development of the report.

- c. Describe the system your charter school will use to maintain school records and disseminate information regarding that system to the community.

In addition to the Quality Assurance Annual Report, a computerized database will be maintained and disseminated at meetings open to the community in accordance with the Open Public Meetings Act (Chapter 231, P.L. 1975). The Individual School Profile annual report will be prepared to assist in the development of school-level planning consonant with individual student growth and improvement. Information on the following areas based on state monitoring guidelines will be recorded:

- student data (enrollment, mobility)
- school characteristics/resources (student/staff ratio, facilities, etc.)
- school performance (curriculum, professional staff, staff attendance)
- student performance (competencies and behaviors)
- finance

The school profile will assist in providing baseline data for the Unity Charter School's continuous growth towards accomplishing our mission and purpose.

- e. How will your charter school staff be evaluated? Describe your standards/criteria for staff performance evaluation.

The School Director will provide supervisory support for a system of peer coaching. Staff development activities in peer coaching will be provided to all staff members. Regularly scheduled observations for the purpose of improvement and professional growth will be conducted through the use of a clinical supervision model. Staff development activities will be provided to further the mastery of teaching skills. Community input will drive staff development activity selection. In service activities will be employed when

needed. Staff members will engage in self evaluations as well as peer review and create Personal Growth Plans (PGP's). The focus of evaluations will be in creating a community of learners, staff and student alike, for the continuous growth and pleasure of all members. Continued learning of staff will serve as an indicator of their growth and commitment of staff.

Utilization-Focused Evaluation and Qualitative Evaluation and Research Methods are published by Sage Publications.

17. Timetable

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

Summer '96	-Weekly meetings of founding members
Aug. '96 - March '98	-Ongoing facility search to be finalized by March 30, '98
Sept. 1	-Preliminary application filed
Sept. 15 - Ongoing	-Continuing grant applications
Sept. 17	-Attendance at state sponsored charter conference at Rutgers for technical assistance
Sept. 28	- Receipt of seed grant from Dodge Foundation
Sept. '96 - Dec. '97	-Participants visitation to various public and private educationally innovative models
Oct. 15	-Submission of final application
Nov. '96 - '97	- Technical training for Board Members with Volunteers for Morris County, Inc. programs
Jan. '97	-Determination of our charter
	- Search for potential members of the Board of Trustees
	-Launch publicity campaigns for "Educational Community Forums" sponsored by the Unity Charter School
	-Begin staff recruitment
Feb '97 - Ongoing	-Ongoing "Educational Community Forum" events, including the following speakers
	Nov. John Taylor Gatto
	Dec. David Orr
	Jan. Thomas Berry
	Feb. Deborah Meier
May '97	- Board of Trustees chosen
June - Dec. '97	- Planning, continued fund raising and public relations

- Jan. '98
 - Facility selected and submitted for review
 - Unity Charter School Handbook complete
 - Campaign to solicit applicants through advertising agents, announcements, and other marketing strategies
 - Student application policies and deadlines publicized
- Feb. '98
 - Begin accepting enrollment applications
- March 2, '98
 - Finalization of facility lease details and signing
- April 30, '98
 - Initial acceptance period ends, waivers possible thereafter
- May '98
 - Staff contracts finalized
- May 31, '98
 - All necessary insurance policies in effect
- June 1 '98
 - Move into leased space, set up classrooms
 - Submission of pre-enrollment report to the local and state Boards of Education, if applicable
 - Notification of transportation needs to the districts
 - Staff begins employment developing team approach and training with Genesis, Educators for Social Responsibility, Wildlife Conservation Society, etc.
- June 30, '98
 - Development and Dissemination of curricular guidelines
- July - Aug. '98
 - Family orientations (including students)
- Sept. '98
 - Formal opening of Unity Charter School

18. Liability and Insurance

Describe the following insurance coverage plans for your charter school [c.426, P.L. 1995 Section 14(a)]:

- Health
- Automobile liability for pupil transportation
- General liability
- Property
- Officer and employee liability, including any performance surety

If required under terms of lease, property insurance and personal indemnity insurance will be secured.

Planned insurance coverage will include the following:

- Bonds for officers as required
- General liability insurance
- Legal liability coverage for school board

- Student accident insurance
- Property fire/hazard coverage

There will be no school owned vehicles.

Refer to page 44 - Calculation of Total Benefit Costs - Line 54 of Financial Plan for specific details under - Retirement, Health Insurance, Life Insurance.

Refer to page 45 - Expenditures - Support Services - Line 70 of Financial Plan for specific details under Insurance for Property, Liability and Fidelity.

19. Documentation

Please submit copies of the following documents:

(If not available, please provide a brief explanation as to why the document is not available and/or when it will be available)

- Certificate of occupancy issued by the local building inspector
- Annual fire certificate of inspection
- Health inspection certificate
- Any proof of compliance with federal and state health and safety regulations
- By-laws
- Any or all contracts
- Incorporation documents
- Any or all leases
- For existing public schools converting to a charter status, the petition signed by at least 51% of the parents and 51% of the teachers.

Documentation related to the facility to be used is not available at this time. Once the charter is approved, a lease agreement will be signed by March 2, 1998 and documentation on facility sent to the N.J. Department of Education. Such documentation will include the following:

- Certificate of occupancy issued by the local building inspector
- Annual fire certificate of inspection
- Health inspection certificate
- Any or all contracts
- Any or all leases

Included in appendices are the By-laws and Incorporation documents for our fund raising body. By-laws and incorporation documents for Unity Charter School will be finalized within one month after receiving our charter.

Charter School Budget Summary - Part Three

Charter School Name: Unity Charter School

Charter School Location: Morristown

Line		Actual FY19 (Col. 1)	Current FY19 (Col. 2)	Proposed Year Only FY1999 (Col. 3)
1	Enrollments			
2	Resident			60
3	Non-Resident			0
4	Total Enrollments	0	0	60
5				
6	Beginning Fund Balance			XXXXXXXX
7				
8	Revenues			
9	General Fund			
10	Budgeted Fund Balance	XXXXXXXX		XXXXXXXX
11	Charter School Aid:			
12	Local Tax Levy - Charter School Aid			345,690.00
13	Foundation/Transition Aid- Charter School Aid			
14	Categorical Aid - Charter School Aid			27,828.00
15	Total Charter School Aid:	0.00	0.00	373,518.00
16	Revenues from Other Sources:			
17	Source: Before & After School Program Fees			66,720.00
18	Source: Summer Program Fees			0.00
19	Other:			
20	Total Revenues from Other Sources:	0.00	0.00	66,720.00
21	Total General Fund (Lines 10,15,20)	0.00	0.00	440,238.00
22				
23	Restricted - Special Revenue Fund			
24	State Projects:			
25	Source:			
26	Source:			
27	Other:			
28	Total State Projects:	0.00	0.00	0.00
29	Federal Projects:			
30	Source:			
31	Source:			
32	Other:			
33	Total Federal Projects:	0.00	0.00	0.00
34	Revenues from Other Sources:			
35	Source: Start-up grants from private entities			30,150.00
36	Source: Private grants - special activities			12,250.00
37	Other:			
38	Total Other Sources:	0.00	0.00	42,400.00
39	Total Special Revenue Fund (Lines 28,33,38)	0.00	0.00	42,400.00
40	Total Revenues (Lines 21,39)	0.00	0.00	482,638.00

Charter School Budget Summary - Part Three

Charter School Name: Unity Charter School

Charter School Location: Morristown

Line		Actual	Current	Proposed
		FY19	FY19	Year Only
		(Col. 1)	(Col. 2)	FY1999 (Col. 3)
41	Expenditures - General Fund			
42	Instruction			
43	Salaries of Teachers			167,500.00
44	Other Salaries for Instruction			12,000.00
45	Purchased Professional/Technical Services			
46	Other Purchased Services			
47	General Supplies			28,250.00
48	Textbooks			3,000.00
49	Miscellaneous Expense			1,500.00
50	Total Instructional Expense	0.00	0.00	212,250.00
51	Administrative			
52	Salaries - Administration			27,000.00
53	Salaries of Secretarial/Clerical Assistants			10,400.00
54	Total Benefit Costs			47,758.00
55	Purchased Professional/Technical Services(Consultants)			10,000.00
56	Other Purchased Services			1,000.00
57	Communications/Telephone			3,000.00
58	Supplies and Materials			2,000.00
59	Judgments against Charter Schools			0.00
60	Interest on Current Loans			0.00
61	Interest for Lease Purchase Agreements			0.00
62	Mortgage Payments - Interest			0.00
63	Miscellaneous Expense			1,000.00
64	Total Administrative Expense	0.00	0.00	102,158.00
65	Support Services			
66	Salaries			3,300.00
67	Purchased Professional/Technical Services(Consultants)			0.00
68	Other Purchased Services			2,000.00
69	Rental of Land and Buildings			60,000.00
70	Insurance for Property, Liability and Fidelity			9,254.00
71	Supplies and Materials			5,000.00
72	Transportation - Other than to/from School			1,250.00
73	Non-mandated Transportation -To and from School			0.00
74	Energy Costs (Heat and Electricity)			12,000.00
75	Miscellaneous Expense			1,000.00
76	Total Support Services Expense	0.00	0.00	93,804.00
77	Capital Outlay			
78	Instructional Equipment			14,500.00
79	Noninstructional Equipment			8,200.00
80	Purchase of Land/Improvements			0.00
81	Lease Purchase Agreements - Principal			0.00
82	Mortgage Payments - Principal			0.00
83	Building Purchase Other Than Lease Purchase			0.00
84	Miscellaneous Expense			0.00
85	Total Capital Outlay	0.00	0.00	22,700.00
86	Total General Find (Lines 50,64,76,85)	0.00	0.00	430,912.00

Charter School Budget Summary - Part Three

Charter School Name: Unity Charter School

Charter School Location: Morristown

Line		Actual FY19 (Col. 1)	Current FY19 (Col. 2)	Proposed Year Only FY1999 (Col. 3)
87	Expenditures - Special Revenue Fund			
88	Restricted / Special Revenue Programs			
89	State Projects:			
90	Source:			
91	Source:			
92	Other:			
93	Total State Projects:	0.00	0.00	0.00
94	Federal Projects:			
95	Source:			
96	Source:			
97	Other:			
98	Total Federal Projects:	0.00	0.00	0.00
99	Revenues from Other Sources:			
100	Source: Start-up grants from private entities			30,150.00
101	Source: Private grants - special activities			12,250.00
102	Other:			
103	Total Other Sources:	0.00	0.00	42,400.00
104	Total Special Revenue Fund (Lines 93,98,103)	0.00	0.00	42,400.00
105				
106	Total Expenditures (Lines 86, 104)	0.00	0.00	473,312.00
107				
108	Ending Balance (Lines 6 + 40 - 10 - 106)	0.00	0.00	9,326.00

UNITY CHARTER SCHOOL - FY1999 Budgetary Detail - Sheet A

CALCULATION OF LOCAL TAX LEVY - CHARTER SCHOOL AID (LINE12)

Grade	(A) Per Pupil	(B)=(A)x90% 90%per Pupil	(C) # Pupils	(D)=(B)x(C) Aid
RESIDENT DISTRICT - MORRIS SCHOOL DISTRICT				
Full Day K	3,360	3,024	10	30,240
Gr 1-5	6,720	6,048	32	193,536
Gr 6-8	7,526	6,773	18	121,914
Gr 9-12	8,064	7,258	0	0
Total			60	345,690

Note: Calculation assumes per pupil rates for the resident district, the Morris School District, even though as many as one-third of enrollment may be from other districts. At this point, the per pupil amounts are the same for all districts. Because none of the districts from which the school expects to draw pupils has significant state aid, the effect on cash flow of having students from other districts is minimal

CALCULATION OF CATEGORICAL AID - CHARTER SCHOOL AID (LINE 14)

District	Type	Per Pupil	# Pupils	Total Aid
Morris	K-12	4,638	6	27,828

UNITY CHARTER SCHOOL - FY1999 Budgetary Detail - Sheet B

REVENUES FROM OTHER SOURCES - LINES 16 - 21

Line 17 - Before and After School Program Fees

	School Days		Holidays/Breaks	Total
	M,Tu,Th,F	W		
# Days	144	36	20	
Hours/day	3	7	10	
# Pupils	20	20	15	
Hourly rate	\$4.00	\$4.00	\$4.00	
Revenue	34,560.00	20,160.00	12,000.00	66,720.00

Line 18 - Summer Program Fees*

	Regular Day	Extended Day	Budget	
# Days	50	50		
Hours/day	6	10		
# Pupils	10	10		
Hourly rate	\$4.00	\$4.00		
Revenue	12,000.00	20,000.00	32,000	0.00

* summer program will not start until summer 1999, and so no revenue in FY1999

RESTRICTED / SPECIAL REVENUE FUND - LINES 23 - 39

Revenues from Other Sources

Line 35 - Start-up grants from private entities

The Unity Charter School expects to seek private grants for initial start-up costs for such items as classroom computers and software, textbooks, library materials, classroom furniture. Grants may be cash or in-kind, as appropriate. 30,150.00

Line 36 - Private grants - special activities

The School expects to seek private grants to cover costs of field trips and other special instructional activities 12,250.00

UNITY CHARTER SCHOOL - FY1999 Budgetary Detail - Sheet C

EXPENDITURES - INSTRUCTION (LINES 42 - 50)

Line 43 - Salaries of Teachers

Salaries budgeted from 10/1-7/31. In future years, teachers will work year-round with summer program. It is hoped to obtain start-up grant to use to hire teachers before 9/1/98 for training and staff development

#	Position	Annual	10 Months	Cost	
5	Teachers	36,000	30,000	\$150,000.00	
	50% Head Teacher	42,000	35,000	\$17,500.00	
					\$167,500.00

Line 44 - Other Salaries for Instruction

Special instructors for music, art, computers, languages & other topics

Twenty hours per week, 40 weeks, \$20 per hour

		\$16,000.00	
	Less Expected Grants	(4,000.00)	
			\$12,000.00

Line 47 - General Supplies

Paper, pencils, art supplies, etc.			
\$100 per pupil, 60 pupils		\$6,000.00	
Library materials		\$6,000.00	
Computer software			
50 programs, \$100 each		\$5,000.00	
Resource Materials		\$18,000.00	
Expected Grants		(\$6,750.00)	
			\$28,250.00

Line 48 - Textbooks

\$100 per pupil, 60 pupils		6,000.00	
Less expected Grants		(3,000.00)	
			\$3,000.00

Line 49 - Miscellaneous Expense

Field trip expense, other than transportation			
\$5 per student, 20 trips, 60 students		\$6,000.00	
Less expected grants		(4,500)	
			1,500

UNITY CHARTER SCHOOL - FY1999 Budgetary Detail - Sheet D

EXPENDITURES - ADMINISTRATIVE - LINES 51 - 64

Line 52 - Salaries - Administration

Head Teacher		
50% of salary for time devoted to administrative duties	\$21,000.00	
Accountant		
\$500/month, 12 months	\$6,000.00	
		\$27,000.00

Line 53 - Salaries of Secretarial/Clerical Assistants

52 weeks, 20 hours per week, \$10.00 per hour		\$10,400.00
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Line 54 - Total Benefit Costs (calculation on next page) \$47,758.00

Line 55 - Purchased Professional/Technical Services (Consultants)

Attorney	\$5,000.00	
Auditor	\$5,000.00	
		\$10,000.00

Line 56 - Other Purchased Services

Office Equipment Repair		\$1,000.00
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Line 57 - Communications/Telephone

\$250/month, 12 months		\$3,000.00
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Line 58 - Supplies and Materials

Office Supplies		\$2,000.00
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Line 63 - Miscellaneous Expense \$1,000.00

Total Administrative Expense \$102,158.00

UNITY CHARTER SCHOOL - FY1999 Budgetary Detail - Sheet E

CALCULATION OF TOTAL BENEFIT COSTS - LINE 54

Salaries:

Line 43	Teachers	167,500.00
Line 44	Other Instruction	12,000.00
Line 52	Administration (Head teacher)	21,000.00
Line 52	Administration (Accountant)	6,000.00
Line 53	Clerical	10,400.00
Line 66	Support (custodian)	3,300.00
	Total	220,200.00

Benefits:

Social Security & Medicare

7.65% times salaries 16,845.00

Unemployment Insurance

2.00% times 1st \$11,000 of teacher salary 1,320.00
 2.00% times other salaries 31,700.00 634.00 1,954.00

Retirement, Health Insurance, Life Insurance

The School will provide other benefits to employees through a "flexible spending account," which allows employees a specified dollar amount with which to purchase insurance of their choice (health, life, disability), or to contribute toward a retirement plan

	Annual	Months	Budget	
6 Teachers (full time) @	5,000.00	+10/12	25,000.00	
1 Head Teacher (part-time - 1/2) @	2,500.00	+2/12	417.00	
1 Clerical (part-time - 1/2) @	2,500.00	+12/12	2,500.00	
1 Custodial (part-time - 1/4) @	1,250.00	+10/12	1,042.00	
				28,959.00
Total Benefits				47,758.00

UNITY CHARTER SCHOOL - FY1999 Budgetary Detail - Sheet F

EXPENDITURES - SUPPORT SERVICES - LINES 65 - 76

Line 66 - Salaries

Custodian*		
44 weeks, 10 hours/week, \$7.50 per hour		\$3,300.00
* Will start 9/1 first year, then work year-round		

Line 68 - Other Purchased Services

Building repairs		\$2,000.00
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Line 69 - Rental of Land and Buildings

\$5,000/month, 12 months		\$60,000.00
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Line 70 - Insurance for Property, Liability and Fidelity

Liability		\$4,500.00	
Workers Comp Insurance - 2% of	220,200	\$4,404.00	
Fidelity Bond		\$350.00	\$9,254.00

Line 71 - Supplies and Materials

Janitorial supplies and paper goods		\$5,000.00
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Line 72 - Transportation - Other than to/from school

Bus rental			
20 field trips, 1 bus each, \$250 per trip		\$5,000.00	
Less expected grants		(\$3,750.00)	
			\$1,250.00

Line 74 - Energy Costs (Heat and Electricity)

12 months, \$1,000/month		\$12,000.00
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Line 75 - Miscellaneous expense

		\$1,000.00
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Total Support Services Expense		\$93,804.00
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UNITY CHARTER SCHOOL - FY1999 Budgetary Detail - Sheet G

EXPENDITURES - CAPITAL OUTLAY - LINES 77 - 86

	#	Price	Total	
Line 78 - Instructional Equipment				
Computers	5	2,500	12,500	
Overhead Projector	1	400	400	
Student Desks	60	200	12,000	
Student Chairs	60	50	3,000	
Teacher Desks	6	400	2,400	
Teacher Chairs	6	100	600	
Classroom Tables	10	300	3,000	
Miscellaneous			1,000	
			34,900	
			(20,400)	14,500
Line 79 - Non-instructional Equipment				
Secretary Desk	1	600	600	
Secretary Chair	1	100	100	
Computer & Printer	1	3,000	3,000	
Telephone	1	100	100	
Copier	1	3,000	3,000	
File cabinet	1	400	400	
Miscellaneous			1,000	
				8,200
				22,700
Total Capital Outlay				22,700

EXPENDITURES - SPECIAL REVENUE FUND
 RESTRICTED / SPECIAL REVENUE PROGRAMS - LINES 87 - 104

Revenues from Other Sources

Line 100 - Start-up grants from private entities

Purchase of Start-up Instructional Equipment and Materials:
 Grants may be in-kind

	#	Price	Grant %	Total
Computers	5	2,500	100%	12,500
Overhead Projector	1	400	100%	400
Student Desks	60	200	50%	6,000
Student Chairs	60	50	50%	1,500
Textbooks	\$100 per pupil, 60 pupils		50%	3,000
Computer software	60 programs, \$100 each		75%	3,750
Library materials		6,000	50%	3,000
				\$30,150.00

Line 101 - Private grants - special activities

Field trip expense, other than transportation				
\$5 per student, 15 trips, 60 students				4,500
Bus rental - 15 field trips, 1 bus each, \$250 per trip				3,750
Special Instructors - 200 Hours @ \$20/hour				4,000
				\$12,250.00

42,400

UNITY CHARTER SCHOOL - CASH FLOW PROJECTION - 7/1/98-6/30/99

48

	Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
6 Beginning Fund Balance	0	0	23,972	11,146	2,320	4,694	2,418	5,792	3,264	6,638	5,112	7,486	11,610
7													
9 Revenues - General Fund													
12 Local Tax Levy - Charter School Aid	345,690	28,808	28,808	28,808	28,808	28,808	28,808	28,808	28,808	28,808	28,808	28,808	28,802
14 Categorical Aid - Charter School Aid	27,828	0	0	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,790
17 Source: Before & After School Program Fees	66,720	0	0	6,672	6,672	6,672	6,672	6,672	6,672	6,672	6,672	6,672	6,672
35 Source: Start-up grants from private entities	30,150	30,150	0	0	0	0	0	0	0	0	0	0	0
36 Source: Private grants - special activities	12,250	6,125	0	0	0	0	0	6,125	0	0	0	0	0
40 Total Revenues	482,638	65,083	28,808	38,262	38,262	38,262	38,262	44,387	38,262	38,262	38,262	38,262	38,264
41 Expenditures - General Fund		0	0	0	0	0	0	0	0	0	0	0	0
42 Instruction		0	0	0	0	0	0	0	0	0	0	0	0
43 Salaries of Teachers	167,500	0	0	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750	16,750
44 Other Salaries for Instruction	12,000	0	0	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
47 General Supplies	28,250	0	11,300	0	0	5,650	0	5,650	0	5,650	0	0	0
48 Textbooks	3,000	3,000	0	0	0	0	0	0	0	0	0	0	0
49 Miscellaneous Expense	1,500	0	0	150	150	150	150	150	150	150	150	150	150
51 Administrative		0	0	0	0	0	0	0	0	0	0	0	0
52 Salaries - Administration	27,000	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250
53 Salaries of Secretarial/Clerical Assistants	10,400	866	866	866	866	866	866	866	866	866	866	866	874
54 Total Benefit Costs	47,758	668	668	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,644
55 Purchased Professional/Technical Services(C	10,000	2,000	300	300	300	300	300	300	300	300	300	300	5,000
56 Other Purchased Services	1,000	0	100	100	100	100	100	100	100	100	100	100	0
57 Communications/Telephone	3,000	250	250	250	250	250	250	250	250	250	250	250	250
58 Supplies and Materials	2,000	500	0	0	500	0	0	500	0	0	500	0	0
63 Miscellaneous Expense	1,000	0	100	100	100	100	100	100	100	100	100	100	0
65 Support Services		0	0	0	0	0	0	0	0	0	0	0	0
66 Salaries	3,300	0	0	330	330	330	330	330	330	330	330	330	330
68 Other Purchased Services	2,000	0	0	0	0	0	0	0	0	0	0	0	2,000
69 Rental of Land and Buildings	60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
70 Insurance for Property, Liability and Fidelity	9,254	4,627	0	0	0	0	0	4,627	0	0	0	0	0
71 Supplies and Materials	5,000	1,250	0	0	1,250	0	0	1,250	0	0	1,250	0	0
72 Transportation - Other than to/from School	1,250	0	0	125	125	125	125	125	125	125	125	125	125
74 Energy Costs (Heat and Electricity)	12,000	750	750	750	750	1,500	1,500	1,500	1,500	750	750	750	750
75 Miscellaneous Expense	1,000	0	100	100	100	100	100	100	100	100	100	100	0
77 Capital Outlay		0	0	0	0	0	0	0	0	0	0	0	0
78 Instructional Equipment	14,500	5,800	5,800	2,900	0	0	0	0	0	0	0	0	0
79 Noninstructional Equipment	8,200	4,100	4,100	0	0	0	0	0	0	0	0	0	0
87 Expenditures - Special Revenue Fund		0	0	0	0	0	0	0	0	0	0	0	0
100 Source: Start-up grants from private entities	30,150	10,050	10,050	10,050	0	0	0	0	0	0	0	0	0
101 Source: Private grants - special activities	12,250	0	0	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225
106 Total Expenditures	473,312	41,111	41,634	47,088	35,888	40,538	34,888	46,915	34,888	39,788	35,888	34,138	40,548
107													
108 Ending Balance	9,326	23,972	11,146	2,320	4,694	2,418	5,792	3,264	6,638	5,112	7,486	11,610	9,326



WILDLIFE CONSERVATION SOCIETY
FOUNDED IN 1895 AS THE NEW YORK ZOOLOGICAL SOCIETY

10 October 1996

Mr. Leo Klagholz
Commissioner
New Jersey State Department of Education
CN 500
Trenton, NJ 08625-0500

Dear Mr. Klagholz,

I am writing to endorse the proposal to create a new charter school in the Morris County School District. The Unity Charter School will be dedicated to environmental education in the broadest sense of the term. The school will base its philosophy on the interconnectedness of life and how each person relates to the environmental community.

The Bronx Zoo Education Department has a history that includes nearly 70 years of bringing environmental education to diverse populations within urban and rural areas. At the present time, many cities are engaged in an effort to improve science literacy. There is a recognized need for schools that implement creative, multi-disciplinary science curricula.

We have programs, validated by the U.S. Department of Education, that run the gamut from K-12, and we hope to have a role in the Unity School curriculum. We believe that these programs would mesh well with the goals of the Unity School and we would be happy to provide training services to the teaching staff.

We hope that you give Unity Charter School every consideration, and give careful thought to their request to become a charter school in New Jersey.

Sincerely,

Ann Robinson
Manager of National Programs



WILDLIFE CONSERVATION SOCIETY
FOUNDED IN 1895 AS THE NEW YORK ZOOLOGICAL SOCIETY

10 October 1996

Mr. John Schafer
Board of Education
Normandy Parkway
Morristown, NJ 07960

Dear Mr. Schafer,

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We hope that you give Unity Charter School every consideration, and give careful thought to their request to become a charter school in New Jersey.

Sincerely,

Ann Robinson
Manager of National Programs

APPENDIX B

UNITY LEARNING ENVIRONMENTS, INC. BYLAWS

ARTICLE I

Name

The name of this organization shall be Unity Learning Environments, Inc.

ARTICLE II

Purpose

This organization has been organized to operate exclusively for educational and charitable purposes, including but not limited to assisting charter school founding groups through their planning phases until their charters are accepted by State Department of Education and they receive direct funding from their local school districts.

ARTICLE III

Location

The principal office of the corporation, at which the general business of the corporation will be transacted and where the records of the corporation will be kept, will be at such place in the Morristown area, state of New Jersey, as may be fixed from time to time by the board of directors. Unless otherwise fixed, it will be at 40 Franklin Street, Morristown, New Jersey, 07960.

ARTICLE IV

Members

Members of the corporation will consist only of the members of the board of directors.

ARTICLE V

Board of Directors

- Section 1:** The number of members of the board of directors for this corporation will not be less than (3) or more than twelve (12).
- Section 2:** Directors will be representative of the citizens of New Jersey who believe that charter schools will lead the process of innovation for public education in America and will share the mission and goals of the corporation. This corporation is committed to a policy of fair representation on the board of directors, which does not discriminate on the basis of race, physical handicap, sex, color, religion, sexual orientation, or age.
- Section 3:** Election of new directors or election of current directors to a second term will occur as the first item of business at the annual meeting of the corporation. Directors will be elected by consensus of the current directors.
- Section 4:** The term of each director of the corporation will be either one or two years, in staggered terms. Directors can serve as many terms as they desire.
- Section 5:** When a director dies, resigns, or is removed, the board may elect a director to serve for the duration of the unexpired term.
- Section 6:** Any director may be removed from the board of directors for just cause, including repeated absences from meetings (3 consecutive), personal animosities, or obstruction of the corporation's purpose. An affirmative vote of 2/3 of the members present at a meeting is necessary to remove a board member. Notice of the proposed removal will be given to members with the notice of the meeting. The director involved will be given an opportunity to be present and to be heard at the meeting at which his or her removal is considered.
- Section 7:** No compensation will be paid to any member of the board of directors for services as a member of the board. By resolution of the board, reasonable expenses may be allowed for attendance at regular and special meetings of the board.
- Section 8:** The board may authorize and create such committees as it deems appropriate to carry out the goals and plans of the Corporation.

Section 9: It shall adopt and amend the bylaws of the Corporation upon a vote of 2/3 of the members present and voting at a meeting of the board. Before any amendments to the bylaws may be adopted, notice of the content of any bylaws or amendments shall be given to all board members at least one regular board meeting in advance of the meeting at which the bylaws or amendment is presented for board action.

ARTICLE VI

Meeting of the Board of Directors

Section 1: An annual meeting of the board of directors will be held in October of each year for the purpose of electing board members. In addition to its annual meeting, the board of directors will hold regular meetings at least three (3) times each calendar year at such place as may be designated in the notice of the meeting.

Section 2: Special meetings may be called by order of the president or at the request of three (3) board members or by a majority of the full-time paid staff of the corporation should there ever be a need for full time paid staff.

Section 3: Notice of both regular, special, and annual meetings will be mailed at least twenty one(21) days prior to the day such meetings are to take place.

Section 4: At all meetings of the board of directors, each director present will be entitled to cast one vote on any motion coming before the meeting. The presence of a majority of the board will constitute a quorum at any meeting.

Section 5: Proxy voting will be permitted.

Section 6: At a meeting in which there is a quorum present, consensus of the directors is needed to pass a motion before the board.

Section 7: Robert's Rules of Order will be the authority for all questions of procedure at any meetings of the corporation.

ARTICLE VII

Officers

- Section 1:** The officers of the organization shall be a president, a vice president, a secretary, a treasurer, and other such officers with duties as the board describes.
- Section 2:** Except as hereafter provided, the terms of officers shall be for a period of two (2) years. At the initial meeting of the board of directors, the president and the secretary shall be elected for a two year term. The vice president and the treasurer shall be elected for a one year term. The president and the secretary shall be elected in even years. The vice president and the treasurer shall be elected in odd years.
- Section 3:** Any officer may be removed with or without cause by the board of directors by consensus. The matter of removal may be acted upon at any meeting of the board, provided that notice of intention to consider said removal has been given to each board member and to the officer affected at least 7 (seven) days previously.
- Section 4:** The number of terms an officer may serve is without limits providing there is consensus by the board on their election.
- Section 5:** Should a vacancy in any office occur, the board may appoint a substitute to complete the vacant term.
- Section 6:** The president will be the chief executive officer of the corporation. It will be the duty of the president to preside at all meetings of the board of directors and to have general supervision of the affairs of the corporation. He or she will execute on behalf of the corporation all contracts, deeds, conveyances, and other instruments in writing that may be required or authorized by the board of directors for the proper and necessary transaction of the business of the corporation.
- Section 7:** It will be the duty of the vice-president to act in the absence or disability of the president and to perform such other duties as may be assigned to him or her by the president or the board. In the absence of the president, the execution by the vice-president on behalf of the corporation of any instrument will have the same force and effect as if it were executed on behalf of the corporation by the president.
- Section 8:** The secretary will be responsible for keeping the corporate records. He or she will give or cause to be given all notices of meetings of the board of directors and all other notices required by law or by these bylaws. The secretary will be the custodian of all books, correspondence, and papers relating to the business of the corporation, except those of the treasurer.

The secretary will present at each annual meeting of the board of directors a full report of the transactions and affairs of the corporation for the preceding year and will also prepare and present to the board of directors such other reports as it may desire and request at such time or times as it may designate. The board of directors at its discretion may elect an assistant secretary, *not necessarily a member of the board of directors*, who will perform the duties and assume the responsibilities of the secretary as above set forth under the general direction of the secretary or the president.

Section 9: The treasurer will have general charge of the finances of the corporation. When necessary and proper, he or she will endorse on behalf of the corporation all check, drafts, notes, and other obligations and evidences of the payment of money to the corporation coming into his or her possession; and he or she will deposit the same, together with all other funds of the corporation coming to his or her possession, in such bank or banks as may be selected by the board of directors. He or she will keep full and accurate account of all receipts and disbursements of the corporation in books belonging to the corporation, which will be open at all times to the inspection of the board of directors. He or she will present to the board of directors at its annual meeting his or her report as treasurer of the corporation and will from time to time make such other reports to the board of directors as it may require.

Section 10: Any officer of the corporation, in addition to the powers conferred upon him or her by these bylaws, will have such additional powers and perform such additional duties as may be prescribed from time to time by said board.

ARTICLE VIII

Committees

Section 1: The board of directors may designate one or more ad hoc committees, each of which will consist of at least one committee chair and two or more committee members. Committee members may be members of the board of directors, members of the corporation, or other interested individuals. The chair of the committee will be appointed by the president of the organization, who will act with the board's approval. After consultation with the committee chair, the chair will appoint committee members. The studies, findings, and recommendations of all committees will be reported to the board of directors for consideration and action, except as otherwise

ordered by the board of directors. Committees may adopt such rules for the conduct of business as are appropriate and as are not inconsistent with these bylaws, the articles of incorporation, or state law.

Section 2: The board of directors may choose to institute the following standing committees as deemed necessary.

Executive Committee: This committee will be chaired by the president of the corporation and will consist of all other officers of the corporation and the chairs of all other committees. This committee will serve as the central planning group for the organization and as an advisory group to the executive director. It also will have full authority to act for the board in managing the affairs of the corporation during the intervals between meetings of the board.

Budget and Finance: This committee will be chaired by the treasurer and will consist of two (2) to five (5) members appointed by the president to two (2) year terms. This committee will oversee and monitor the fiscal operations of the organization, develop an annual budget for recommendation by the board, and develop and assist in the implementation of a funding strategy for the corporation.

ARTICLE IX

Miscellaneous

Section 1: The corporation will have the power to indemnify and hold harmless any director, officer, or employee from any suit, damage, claim, judgment, or liability arising out of, or asserted to arise out of, conduct of such person in his or her capacity as a director, officer, or employee (except in cases involving willful misconduct). The corporation will have the power to purchase or procure insurance for such purposes.

Section 2: The board of directors may authorize any officer or officers, agent or agents or the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of, and on behalf of, the corporation. Such authority may be general or confined to specific instances.

Section 3: All checks, drafts, and other orders for payment of funds will be signed by such officers or such other persons as the board of directors may from time to time designate. All documents will require two such signatures, at least one of which must be that of a member of the board of directors and the other may be of the executive director.

Section 4: The corporation will keep correct and complete books and records of account and will also keep minutes of the proceedings of its members, board of directors, and committees having any of the authority of the board of directors; and it will keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the corporation may be inspected by any member or his or her agent or attorney for any proper purpose at any reasonable time.

Section 5: The fiscal year of the corporation will be July 1st through June 30th.

ARTICLE X

Amendments

The board of directors may amend these bylaws to include or omit any provision that it could lawfully include or omit at the time the amendment is made. Upon written notice of at least 21 days, any number of amendments or an entire revision of the bylaws may be submitted and voted upon at a single meeting of the board of directors and will be adopted at such meeting upon receiving consensus of the members of the board of directors.

ARTICLE XII

Dissolution

Upon the dissolution of the corporation and after the payment or the provision for payment of all the liabilities of the corporation, the board of directors will dispose of all of the assets of the corporation, exclusively for the purposes of the corporation or to organizations that are then qualified as tax-exempt organizations under section 501(c)(3) of the Internal Revenue code. Any assets not so disposed of will be disposed of by a court of jurisdiction in the county in which the principal office of the corporation is located.

APPENDIX C

UNITY LEARNING ENVIRONMENTS, INC. ARTICLES OF INCORPORATION

Articles of Incorporation of the undersigned, a majority of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of New Jersey, do hereby certify:

First: The name of the Corporation shall be Unity Learning Environments, Inc.

Second: The place in this state where the principal office of the Corporation is to be located is the City of Morristown, Morris County.

Third: Said corporation is organized exclusively for charitable and educational purposes, including but not limited to assisting charter school founding groups through their planning phases until their charters are accepted by State Department of Education and they receive direct funding from their local school districts, and 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.

Fourth: The names and addresses of the persons who are the initial trustees of the corporation are as follows:

Lisa Brick	52 Center Avenue Morristown, NJ 07960
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Peter Kadar	52 Center Avenue Morristown, NJ 07960
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Susan Lausell	6 Elmwood Road Florham Park, NJ 07932
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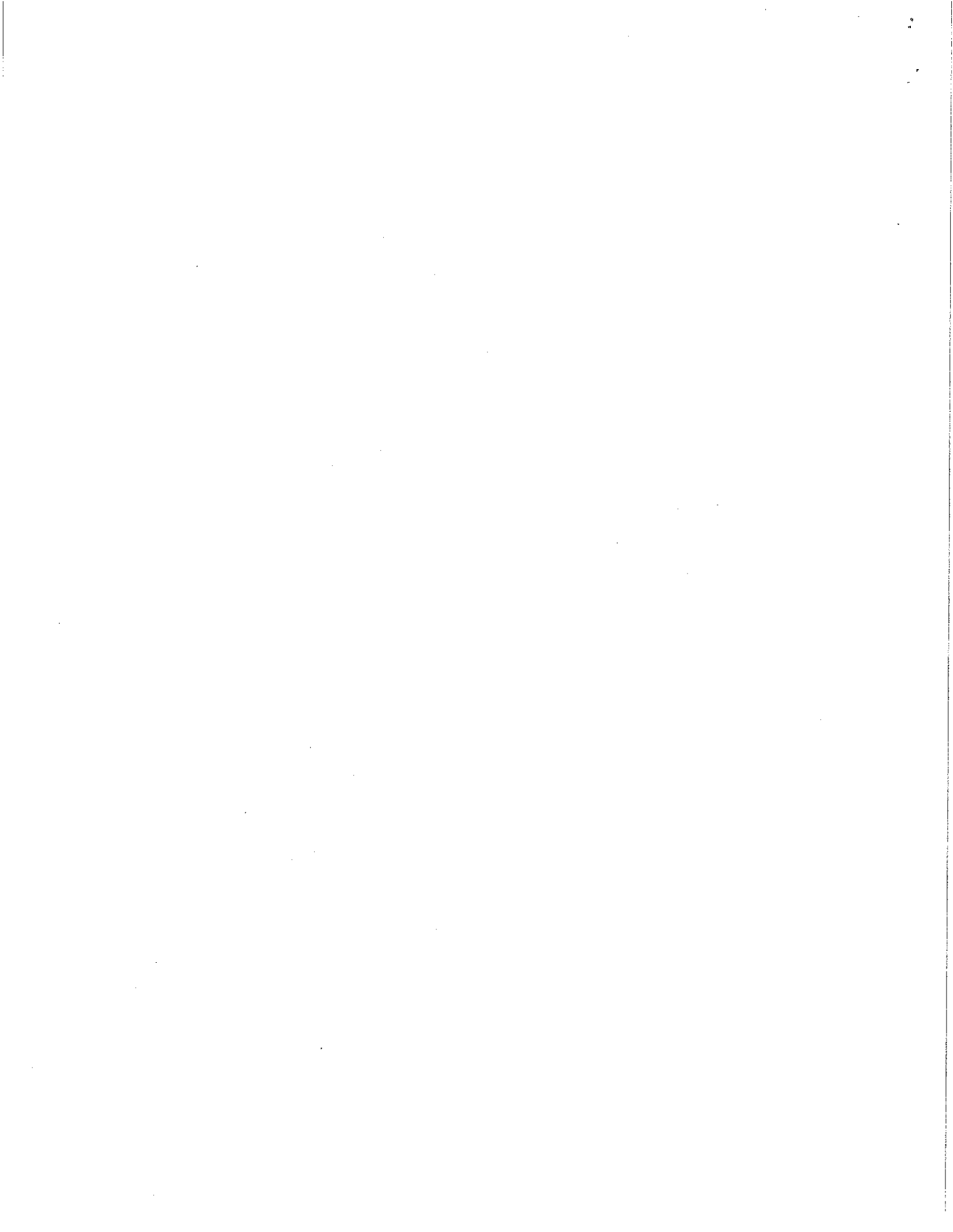
Fifth: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Three 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, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Sixth: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction 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.

In witness whereof, we have hereunto subscribed our names this 25th day of July 1996.



REVISED 11/96

**Unity Charter School
Morristown, Morris County**

ADDENDUM TO FINAL APPLICATION 11/96

4. Governance Structure

c. Participation of students in the grievance process.

Page 13.

Grievances by any member of the Unity Charter School Community, student, staff, or parent/guardian, which are neither legal processes nor administrative appeals and can not be resolved on a one to one basis will be handled, initially, by a Judicial Committee (JC).

The JC will consist of one staff person and five students. The JC members will serve for a one month term of duty. This will be an ongoing experience with judicial procedure modeled after the American Judicial System. JC members will be chosen on a rotating basis with every student and staff person given an opportunity to serve. This service is an obligation of community members much like Jury Duty is an obligation of American Citizens.

The JC, which will meet weekly, will receive complaints from a box installed in a prominent location in the school. The complaints will be read and researched. Parties involved will be notified and called in for testimony. The JC will come to a ruling on the complaint, guided by the rules and consequences established by the School Meeting in conjunction with the original rules established by the Board of Trustees prior to the actual operation of the school. Rulings and sentencing, when deemed appropriate, will be read at weekly JC meetings. All parties involved will be present. Rulings and sentences can be appealed. If the defendant feels the ruling or the sentence is unfair, the defendant may appeal to the School Meeting by informing the Committee immediately that an appeal is being made and by putting a written appeal motion in the next School Meeting Record. If, after the case is examined by the School Meeting, further appeal remains, the issue will be brought to the Board of Trustees which will determine the outcome of the case. Their decision is final.

Any investigation of an allegation of illegal activity or activities or any complaint that alleges danger to the well being of any person at the school or to the school itself, necessitates the immediate notification of the school Director. At such time, the Director will lead the investigation as he/she deems fit and in accordance with the laws of our state and nation.

See Appendix 1. Appendix 1 is an example of a JC record from Sudbury Valley School in Framingham Massachusetts.

d. Describe the role parents and students in the governance of your school.

Page 14.

The **Board of Trustees** shall fulfill all the duties required of it as described in the Charter School Act of 1995. Beyond that, the Board will be open to advice given it by the community which it serves; the parents/guardians of enrolled children, the staff, the student body, and concerned citizens. Unless the recommendations prohibit the Board from fulfilling its requirements under the law, those recommendations will be given priority in determining the policies set for the school.

The process by which policy will be established is three fold. The first process shall be the decisions of the Board of Trustees, as described above.

The second body influencing policy shall be known collectively as the **Assembly** and shall be composed of the following persons:

- A) Each parent, or the legal guardian, whose signature appears on the enrollment form, of every student. Such membership shall begin after the student has attended the school for at least two months.
- B) Persons on the staff of the school.
- C) Trustees.
- D) Public members, if any.
- E) Students. Such membership shall begin after the student has attended the school for at least two months.

There shall be no limit to the number of members the Assembly may have.

The Assembly shall recommend general policies of the school in fiscal matters; wage scales; and the annual budget of the corporation. It shall recommend general policies of the school in educational matters, and the standards for awarding, and award, diplomas and certificates. The Assembly shall recommend Trustees and Officers as provided in the Unity Charter School Corporation By-laws. It shall recommend the calendar by which the school will operate. It may recommend amendments to the by-laws.

The third body influencing policy shall be known as the School Meeting. The School Meeting shall consist of the members of the Staff and the Students, each of who shall have one vote when present at school meetings. The School Meeting shall meet at such intervals, and in such fashion, as it shall determine in it's Rules. It is currently projected to meet weekly.

The School Meeting shall implement the decisions of the Board of Trustees/School Assembly, and manage the school's affairs on a day-to-day basis. The School Meeting will make recommendations as to staff hiring for such purposes as it sees fit. Continued staff membership shall be conferred only by successive annual election until such time as the staff member is eligible for tenure as established by the Trustees/Assembly. The School Meeting, working in unison with the Board of Trustees may dismiss or suspend from the school any member, for such cause and after such investigation and hearing as it shall deem appropriate. The School meeting shall elect a Chairperson, who may attend as observer all meetings, without exception, of the Trustees.

The intention of this governance model is to create a learning community who experiences real ownership and the real exercise of power in the school in which they have chosen to attend. This governance model is an integral part of the educational experience at Unity, giving all participants experience in understanding, first hand, the issues involved in running a business, demonstrating management skills, creating and maintaining an intact and committed community, and using critical thinking, decision-making, and problem-solving skills.

This democratic governance model will enhance the abilities of parents/guardians, staff and students in self-awareness (knowing what you are feeling), self regulation (managing emotions), motivation (optimism vs. pessimism), empathy (understanding others from their perspectives), and social skills (managing others emotions). Much of this learning will come from role modeling and peer teaching.

Unity founders plan to involve organizations such as Educators for Social Responsibility, Resolving Conflict Creatively, and Childrens' Creative Response to Conflict, to provide workshops to support this educational goal. These resources will also support the success of this innovative governance method. These organizations are local New York resources.

6. Student Assessment

a. Describe which state standardized tests will be offered and how they will be used.

Page 18.

The state standardized tests that will be administered by Unity Charter School Staff are the Fourth Grade Test (FGT), the Early Warning Test (EWT), and the High School Proficiency Test (HSPT). These tests will be given to students at or around the ages of 9, 12, and 16 respectively. These test results will be used to determine the effectiveness of our educational program as demonstrated by standardized tests, the effectiveness of standardized tests to accurately represent a student's learning in relationship to portfolio assessments of real tasks, and a possible indicator of certain content areas in which students may have strengths and weaknesses. If the standardized tests are found valuable in this last category, the information that they give will be used by the student and his/her homeroom staff person to design appropriate remediation. It is the intention of the Founders of Unity to avoid 'teaching to the test' as a strategy to boost performance on standardized assessment indicators.

7. Admission Policy and Criteria

a. Clarify reasonable criteria and how it will be determined.

Page 20.

After being introduced to the philosophy and educational program that will be used at Unity, ***all students wishing to participate will be considered applicants.*** They will be added to our admission list or, if necessary due to demand, entered into the lottery to determine admissions. ***All students who choose to apply to Unity Charter School are eligible for admission.*** The only persons who are ineligible for admission are those who choose not to apply.

b. Review the first come first, served process.

Page 19.

All applicants will be notified of admission after the closing date of the initial application process. During this period, February 1 through

April 30, it will be determined whether the numbers of applicants necessitate a lottery.

**c. Describe the lottery system to be used.
Page 20.**

If there are more applicants for student enrollment than spaces, the names of Morris School District resident applicants will be placed in a receptacle of some type (a hat, bowl, basket, etc.) and chosen blindly until all available spaces are filled. Names will continue to be chosen until all the overflow applicants have been placed on a waiting list in the order that their names came out of the receptacle. If this is not necessary, the in-district and out-of-district applicants will be notified of their acceptance at the end of the initial application period.

10. Charter School Staff

**a. Further describe non-certified, part -time instructors.
Page 24.**

Any non-certified, part-time instructor will be described as a consultant, guest speaker, or guest lecturer. This may or may not be paid work. Course offerings such as Tai Chi Chuan, Yoga, Cooking Classes, Permaculture or Organic Gardening, Pottery, etc. will fall into this category of instruction. These 'courses' may be one day offerings or ongoing as demand is assessed.

13. Financial Plan

3. Not clear where the expenditures are in the budget summary (i.e. room monitor, aide, etc.)

As part of an innovative staffing plan, the founders of Unity intend on offering staff a certain flexibility in designing their hours and their vacation weeks. It is possible that some staff members will choose to begin their day at 7:30 AM and finish at 3:30 PM. Other staff members may choose to begin their day at 9:30 AM and remain until 5:30 PM. It may be to the advantage of some staff members to work over the summer, once the summer program begins (planned for summer '99). If this occurs, the school will be staffed all the hours it is in operation. These choices may help staff to have a livelihood that better fits the needs of their lives and the needs of the school.

We intend for there to be a strong parental presence in the school. We are designing the atmosphere at the school to be welcoming to parents/guardians. There will be opportunities for parents/guardians to involve themselves in the functioning of the school in numerous capacities. It is our intention that certain adjunct positions such as aide or room monitors may be covered, to some extent, in this manner. We will also be looking towards teaching colleges and seniors programs for involvement, opening up the school to sectors of the community which have not traditionally played a role in educational environments. These sectors may prove to be valuable and low cost or no cost alternatives to paid staff.

In case none of the above ideas are found to be effective in meeting the needs of Unity, our budget has a certain amount of flexibility. If we need to hire additional support staff as room monitors or aides, we can allocate funds for that purpose. We estimated using 90% of Local Share revenues rather than the 100% available to us and underestimated Special Revenues by some \$45,000.

12. Charter School Facility

b. Describe the facility options in greater detail.

page 29

There are three sights currently under consideration. Two are former estates with large grounds with trees and quiet settings. One is a church building with a similar setting. The three possible sights range in size from 3500-4600 sq ft.

All three settings currently have classroom and large group meeting areas. There are libraries in two of the buildings and one has a large media room. All locations have "administrative" office space available for use as well.

e. Highlight some potential associated costs, such as renovations, etc.

page 30

All three locations will require wiring for phone system and computer network to classrooms. Costs for this service has been priced between \$6,000-11,000.

The church location requires installation of two, four stall bathrooms. The cost has been estimated between \$18,000-32,000.

One of the estate settings requires a playground area. Estimates currently range from \$22,000-34,000.

Through the entire facility selection process, there will be an awareness of important issues pertaining to safety and comfort of life. In particular in the areas of: egress, ventilation, interior finishes, extinguishment, detection and evacuation.

With an opening date of September 1998, time has been allotted for facility selection with careful consideration of the above referenced details.

APPENDIX 1

The School Meeting Record, October 17, 1996; p. 1

Announcements

Judicial Committee Business

- 96:87 10/9/96-Mike O. drew an insulting picture of Brian H-J. Gregory H-J. and Mike C. drew on Brian's picture. Mike O. charged with 200.01. G. See 96:91. Gregory H-J. and Mike C. charged with 200.01 and 300.03. G. Out of art room 3 days.
- 96:90 10/7/96-No substance to this complaint.
- 96:101 10/10/96-Ariel littered her plate in the sewing room. Ariel charged with 300.01. G. Warned.
- 96:102 10/10/96-Someone turned the thermostat up in the back room of the barn. J. C. could not find out who was responsible.
- 96:103 10/10/96-Keb didn't do the downstairs trash. Keb charged with 2410.032. G. \$5 fine by 10/17/96.
- 96:104 10/10/96-Michael O., Max M. and Seth W. put frogs in shoes that they found on the bridge. They moved the shoes in order to do this. The shoes were Chris M.'s. The shoes were not only used for frogs, but were not put back. Chris had left the shoes there for several days. Michael O., Max M. and Seth W. charged with 300.03. G. Off pond side of building for 3 days. Chris M. charged with 300.01. G. Outdoor pickup by the end of 10/10/96.
- 96:105 10/10/96-Erin W. pushed water off the dance room porch onto Gabe and Matt L. Erin W. charged with 200.01. Inside 2 days after her 5 days off 4-square court.
- 96:106 10/10/96-Ryan M., Latham, T and Mike O. threw rocks at beehives and Max M. poked it with a stick. It was eventually destroyed. Ryan M., Latham, T, Mike O. and Max M. charged with 400.00. G. One day off pond side of campus, Mike and Max following their 96:106 sentence.
- 96:107 10/11/96-Graham disrupted School Meeting by shouting on the dance room porch. Graham charged with 200.02. G. Upstairs trash on 10/15/96.
- 96:108 10/15/96-Mike O. cut Brian H-J. in the 4-square line. Then Gregory H-J., Eddie and Mike pushed Brian repeatedly. Mike O., Gregory H-J. and Eddie charged with 200.01. Mike and Gregory referred; Eddie warned.
- 96:109 10/15/96-Freya was playing in the corner quiet room when Claudia and Bridget opened the door and said "Surprise." They were asked to stop and did not. Claudia and Bridget charged with 200.02. G. Claudia warned; Bridget out of corner quiet room one day.
- 96:110 10/15/96-No substance to this complaint.
- 96:111 10/15/96-Withdrawn.

Second Readings

- 29.15 Move: The culinary crew would like permission to play recorded music in the kitchen during our Thursday food production/sale/cleanup. Jonathan Taylor and Mark Bell
- 29.23 Move: To ban smoking from the smoking room. Graham Steele
- 29.25 Move: The School Meeting puts Peter Bryant-Hirsig on notice that his attendance is not in accordance with the School Meeting's attendance policy; and that a motion to remove him from the rolls will be considered by the School Meeting unless his attendance forthwith comes into conformance with the School Meeting's attendance policy. The School Meeting directs the Attendance Clerk to notify Peter's parents of the passage of this motion. Denise Geddes, Attendance Clerk

Written Agenda

- 29.26 Move: I am appealing my sentence for complaint 96:107. Graham Steele
- A. Should we continue to allow the use of nail polish and nail polish remover in unventilated rooms such as music study, seminar, tv room, pillow room, dance room quiet room. The fumès have been very, very strong in all of the above places. Mead, Kate, Alicia, Zoe, Joan, Jesse M., Leah M.

Open Agenda

Results of Previous Meeting

The results of the October 3 meeting were approved.

96.76 MOVE:To severely warn Francesca and Daniel M.PASSED MOVE:To restrict Francesca and Daniel M. to indoors for 1 week.FAILED. MOVE:to restrict Francesca and Daniel M. to indoors 3 days.PASSED

29.14 WITHDRAWN

29.15 MOVE:To postpone until next school meeting.PASSED

29.16 PASSED

29.17 FAILED

29.18 PASSED

29.26 MOVE:To table this motion.PASSED

29.21 PASSED under RULE SUSPENSION

29.22 PASSED under RULE SUSPENSION

29.23 DISCUSSED

29.24 MOVE:To table this motion.PASSED

29.25 DISCUSSED

MOVE:To eject Graham Steele.PASSED